

River Heights EL 2013 - 2014 Progress Report and 2014 - 2015 School Plan

Progress Report 2013 - 2014

1. Principal and School

School: River Heights EL

Name: Glen Harris

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2. Most critical academic need(s) identified in the School Plan

(automatically generated from the 2013-2014 School Plan)

- Mathematics • Reading • Writing

3. Provide a brief update for your local school board about how the school is implementing the 2013-2014 School Plan and how the School LAND Trust money is being spent. BE SPECIFIC!

We've been able to use our funds according to our plan. We're close to being on target to spend most of our \$16,500 budgeted for para-professionals. We've spent \$1,300 of the planned \$2,000 for computer software to run our school wide Reading Counts program. An additional \$543 was used to give all of our 4th grade students access to the software UtahWrites. We'll have spent all of our money for teacher training. This went for several math workshops that the teachers who went came back and taught the rest of the faculty what they had learned. We were able to spend our \$500 on textbooks by putting that money toward an ERI kit to support our Kindergarten Tier II Reading Intervention program. With the additional Trust Lands funds we received during the course of the year and what was budgeted for technology an Ipad was purchased for each teacher to support them in teaching Math and Reading with valuable applications.

4. Enter the total amount you ESTIMATE spending to implement the current 2013-2014 School Plan.

The Carry Over, distribution and total available funds are actual. Please enter the ESTIMATE the school expects to spend in 2013-2014. The ESTIMATED Carry Over to 2014 - 2015 will be automatically generated to the 2014-2015 School Plan.

Carry Over from 2012 - 2013	\$1,047
Distribution for 2013 - 2014	\$29,387
Total Available Funds	\$30,434
ESTIMATED spending for 2013 - 2014	\$30,434
ESTIMATED Carry Over to 2014 - 2015	\$0

5. The State Board Rule requires schools to report the dates when local boards approved the other plans community councils are responsible. The information displayed was entered in the 2012 - 2013 Final Report. Please update, if necessary. The dates when local school boards approved each plan may be viewed on each school page and will be updated with any changes you make here.

THESE ARE PLANS THAT ARE BEING IMPLEMENTED IN THE 2013 - 2014 SCHOOL YEAR and must have a 2013 approval date.

Charter schools: Choose Not Applicable for all plans, except where the school has a Reading Achievement Plan.

School Improvement Plan	05/16/2013
Professional Development Plan (required for all schools)	05/16/2013
Reading Achievement Plan (required for all schools with K-3 grades)	05/16/2013

NOTE for Charter Schools. Charter Schools are only required to have a Reading Achievement Plan, if the school receives funding for the program. The other plans are not required.

School Plan 2014 - 2015

1. Briefly describe the School LAND Trust Plan by explaining each goal the council has identified. Plans should be research based. If your school has more than five goals, you will need to describe additional goals within the fifth goal.

Goal #1

State the SPECIFIC goal including when The school will reach the goal. List ACTION PLAN steps below.

90% of K-5 students will achieve 80% or better average on their CCFA's (end of topic math formative assessments) taken throughout the year.

Choose the academic area for this goal from the list. You may select more than one area for this goal.

Mathematics

Identify the specific measurement(s) you will use to determine if you are making progress towards the goal. Include the baseline and completed measurement.

An excel sheet for every class in the school is used to gather data for every CCFA assessment given throughout the year. It keeps ongoing totals of averages and number of assessments each student was proficient at (80% or greater). It is from this data the achievement of the stated goal will be monitored throughout the year and calculated at the end of the year.

List the specific steps of the ACTION PLAN for each goal.

1. GoMath will be taught with fidelity throughout the school as we teach the Utah State Math Core. Teachers will adhere to district standards and follow district pacing guides.
2. Teachers will achieve grade level SMART goals they set together, by working at each stated objective individually and as a team through their PLC discussions.
3. Teachers will re-teach concepts that students do poorly on for their formation CCFA's during the course of the school year.
4. CCFA assessments will be administered for each topic by each teacher and results will be sent to the principal so student achievement can be monitored throughout the year.
5. Math aides will be hired for 3rd, 4th and 5th grade teachers to help intervene with at-risk students.
6. Morning Math Facts held each morning for students in 4th and 5th grades who are still trying to master Math facts.

Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure and how it is part of the ACTION PLAN. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.

Salaries and Employee Benefits (100 and 200)	\$5000
Hire para-professionals as to action plan	
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$1250
Computer Hardware for GoMath use and Morning Math facts as to action plan.	

Goal #2

State the SPECIFIC goal including when The school will reach the goal. List ACTION PLAN steps below.

Math student proficiency rate (grades 3-5) will go from 91% to 93% as measured by the Utah State end-of-level assessments.

Choose the academic area for this goal from the list. You may select more than one area for this goal.

Mathematics

Identify the specific measurement(s) you will use to determine if you are making progress towards the goal. Include the baseline and completed measurement.

A spreadsheet for every class in the school is used to gather data for every CCFA assessment given throughout the year. It keeps ongoing totals of averages and number of assessments each student was proficient at (80% or greater). It is from this data the achievement of the stated goal will be monitored throughout the year and calculated at the end of the year.

List the specific steps of the ACTION PLAN for each goal.

1. GoMath program throughout the school will be taught with fidelity.
2. Classroom teachers in 3rd-5thgrades will send students struggling with Math facts to "Morning Math Facts" class first thing each morning.
3. Math aides will work with students who were non-proficient on last year's Utah State end-of-level and those students that need help understanding Math concepts after they have received Tier I instruction. This will be determined a students end of topic CCFA assessments.
4. Tier I Math instruction will be on pace with the district Math pacing guide.
5. Teachers will achieve grade level SMART goals they set together, by working at each stated objective individually and as a team through their PLC discussions.
6. Teachers will re-teach concepts that students do poorly on for their formation CCFA's during the course of the school year.

Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure and how it is part of the ACTION PLAN. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.

<i>Salaries and Employee Benefits (100 and 200)</i>	\$5000
Hire para-pro as to action plan.	
<i>Professional and Technical Services (300)</i>	\$500
Professional services to in service on Tier I and II math instruction.	
<i>Textbooks (641)</i>	\$500
Supplemental text to help re-teach.	

Equipment (Computer Hardware, Instruments, Furniture) (730) \$1250

Computer Hardware to help teach technology component of GoMath and for Math fact fluency.

Goal #3

State the SPECIFIC goal including when The school will reach the goal. List ACTION PLAN steps below.

School Language Arts student proficiency rate (grades 3-5) will go from 91% to 92% as measured by the Utah State end-of-year L.A. assessment.

Choose the academic area for this goal from the list. You may select more than one area for this goal.

Reading

Identify the specific measurement(s) you will use to determine if you are making progress towards the goal. Include the baseline and completed measurement.

Every class and every student’s progress will be measured with our 3 times a year Dibels testing. Their progress will be charted with charted data from their previous years. Progress monitor data will also be charted with this information. After each Dibels testing ILP meetings will be held where this data and progress of students will be reviewed. Saxon assessments will be given as well as Reading Street assessments. This data will be sent to the principal throughout the year.

List the specific steps of the ACTION PLAN for each goal.

1. Tier I instruction in the older grades (Reading Street) and in the lower grades (Saxon Phonics) will adhere to district standards.
2. Students not Reading at benchmark 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 .e. ERI, Reading Mastery, Corrective Reading, etc.).
3. Practice for testing using the state sponsored UTIPS program.
4. 4-5 grade Students will be instructed in writing throughout the year with the software called UtahWrites to improve their writing skills.

Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure and how it is part of the ACTION PLAN. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.

<i>Salaries and Employee Benefits (100 and 200)</i>	\$5000
Hire para-professionals for small group direct instruction.	
<i>Professional and Technical Services (300)</i>	\$250
In service on ideas and instruction to support Tier I and II instruction.	
<i>Textbooks (641)</i>	\$500
Supplemental Text to support Tier I and Tier II instruction.	
<i>Software (670)</i>	\$1000
Pay for portion of software for school wide Reading Program and Writing Program.	
<i>Equipment (Computer Hardware, Instruments, Furniture) (730)</i>	\$1250
Computer hardware to support Reading Street technology component, computers for school wide Reading Program. Also to support Saxon phonics instruction.	

Goal #4

State the SPECIFIC goal including when The school will reach the goal. List ACTION PLAN steps below.

The percent of K-5 grade students scoring at benchmark for Reading achievement will go from 80% to 82% as measured by the composite Dibels Reading assessment score.

Choose the academic area for this goal from the list. You may select more than one area for this goal.

Reading

Identify the specific measurement(s) you will use to determine if you are making progress towards the goal. Include the baseline and completed measurement.

Every class and every student's progress will be measured with our 3 times a year Dibels testing. Their progress will be charted with charted data from their previous years. Progress monitor data will also be charted with this information. After each Dibels testing ILP meetings will be held where this data and progress of students will be reviewed. Saxon assessments will be given as well as Reading Street assessments. Utah Writes data will also be compiled from the baseline data to the final assessment, including class averages for the year. This data will be sent to the principal throughout the year. Tier II data from program assessments will be gathered by the Reading facilitator. Principal will also monitor this data and it will be reviewed at ILP meetings held three times a year with individual teachers, Reading facilitator and principal.

List the specific steps of the ACTION PLAN for each goal.

1. Students will be assessed three times a year with Dibels assessment. Students performing below 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 community volunteers led by a school employee.
4. Tier I Reading instruction will be on pace with the district pacing guide and be taught effectively.
5. 3-5 grade students will be given the opportunity to participate in school wide Reading incentive program called Reading Counts.
6. Tier II instruction will be taught with fidelity. Students needed this help will be appropriately placed.

Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure and how it is part of the ACTION PLAN. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.

Salaries and Employee Benefits (100 and 200)	\$4000
Hire para professional to teach small group direct instruction.	
Software (670)	\$1000

Pay for portion of software for school wide Reading Program and Writing Program.
Equipment (Computer Hardware, Instruments, Furniture) (730) \$1250
 Computer hardware to support Reading Street technology component, computers for school wide Reading Program.
 Also to support Saxon phonics instruction.

Goal #5

State the SPECIFIC goal including when The school will reach the goal. List ACTION PLAN steps below.

5th grade students will go from an average score of 24.4 to 25 on the Utah State Direct Writing Assessment.

Choose the academic area for this goal from the list. You may select more than one area for this goal.

Writing

Identify the specific measurement(s) you will use to determine if you are making progress towards the goal. Include the baseline and completed measurement.

The measured that will be used is the assessment available to us as part of Utah Writes. Base line data is taken from the first assessment of the year and is measured towards our progress towards our goal of a school wide average of 25. Utah Writes maintains all of this data for us.

List the specific steps of the ACTION PLAN for each goal.

1. All fifth grade students will use Utah Writes throughout the year as part of their teachers' writing curriculum. The state of Utah pays for these students to participate in this computer software program.
2. All fourth grade students will use Utah Writes throughout the year as part of their teachers' writing curriculum. Our school will pay for these students to have access to this computer software program.

Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure and how it is part of the ACTION PLAN. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.

<i>Salaries and Employee Benefits (100 and 200)</i>	\$500
For para-professional to help support Writing instruction.	
<i>Professional and Technical Services (300)</i>	\$250
In service to support Writing instruction.	
<i>Software (670)</i>	\$500
Writing software for students.	
<i>Equipment (Computer Hardware, Instruments, Furniture) (730)</i>	\$665
Computer Hardware to support Writing instruction.	

2. Financial Proposal (This chart is automatically calculated from entries made in each goal.)

Estimated Carry-over from 2013-2014	\$0
Estimated Distribution in 2014-2015	\$29,665
Total ESTIMATED Available Funds for 2014-2015	\$29,665

Goal #1	Goal #2	Goal #3	Goal #4	Goal #5	Totals
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Salaries and Employee Benefits (100 and 200)	\$5,000	\$5,000	\$5,000	\$4,000	\$500	\$19,500
Professional and Technical Services (300)	\$0	\$500	\$250	\$0	\$250	\$1,000
Repairs and Maintenance (400)	\$0	\$0	\$0	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$0	\$0	\$0	\$0
Textbooks (641)	\$0	\$500	\$500	\$0	\$0	\$1,000
Library Books (644)	\$0	\$0	\$0	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0	\$0	\$0	\$0
Software (670)	\$0	\$0	\$1,000	\$1,000	\$500	\$2,500
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$1,250	\$1,250	\$1,250	\$1,250	\$665	\$5,665

ESTIMATED Total Spent 2014 - 2015 \$29,665

ESTIMATED Carry Over 2015 - 2016 \$0

3. Please explain the reason for the ESTIMATED Carry-over to 2015 - 2016 of 0 it is more than 10% of the ESTIMATED Distribution in the 2014 - 2015.

Funds identified to be carried over should be identified for a specific future need and should not be used as a savings account.

Not Applicable

4. Plans for expenditures of an increased distribution:

The 2014-2015 distribution in this plan is an estimate. If the actual distribution is more than the estimate, how will additional funds be spent to implement the goals described in the plan? Please indicate the goal number identified in Question 2 and explain how the increased funds will further implement the action plan. Please provide an adequate explanation of academic use so that it will not be necessary to go back to the school board for approval to expend an increased distribution.

Each of these goals depend on updated technology and adequate technology to fulfill the needed functions. Extra funds will help in meeting and achieving these needs so our academic goals can more easily be attained.

5. How will the plan and results be publicized to your community? (Please check all that apply.) If you would like free stickers and/or a stamp to identify School LAND Trust purchases such as books or computers, click here to request them.

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

6. The vote of the council/committee to approve the 2014 - 2015 School LAND Trust Plan was recorded in the minutes and took place on:

04/17/2014

15 Approved

0 Not Approved

3 Absent