

# Final Report 2018-2019 - 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 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2017-2018	\$0	N/A	\$4,191
Distribution for 2018-2019	\$71,710	N/A	\$75,795
Total Available for Expenditure in 2018-2019	\$71,710	N/A	\$79,986
Salaries and Employee Benefits (100 and 200)	\$45,000	\$48,958	\$45,391
Employee Benefits (200)	\$0	\$0	\$3,567
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$18,300	\$19,462	\$19,462
Software (670)	\$1,200	\$3,789	\$3,789
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$7,210	\$7,670	\$7,670
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$71,710</b>	<b>\$79,879</b>	<b>\$79,879</b>
Remaining Funds (Carry-Over to 2019-2020)	\$0	N/A	\$107

## Goal #1 Goal

Heritage Elementary School's goal for 2018-19 school year is to increase the English Language Arts (ELA) SAGE assessment score in grades 4-6 by two percent. For grades K-3 we will increase the percentage of students at benchmark by two percent as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) composite score from fall to spring.

## Academic Areas

- › Reading
- › Writing
- › Technology

## Measurements

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

Heritage Elementary will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test in September (fall), December (winter) and April (spring) to measure the growth of our kindergarten, first, second and third grade students. We will also use the Scholastic Reading Inventory (SRI) and it will be administered to grades 1-6 in fall, winter and spring. Scholastic Reading Counts will be used to determine reading progress throughout the year. Teachers will utilize grade level programs and other software to assess and monitor student literacy progress during the year.

To measure growth for our fourth, fifth and sixth grade students, we will use SAGE Benchmark assessments and Utah Compose. We will progress

monitor our students using these internet based programs on our Chromebook labs. We will also employ our district approved ELA-vate program (language arts curriculum) to determine if we are making progress toward our goal.

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

I. The DIBELS assessment had a name change to Acadience. So, for reporting purposes, I will be using the new name Acadience in place of DIBELS in this report.

Addressing grades K-3 we administered the Acadience assessment three times (fall, winter and spring) during the 2018-19 school year. We set a goal to have a 2% increase (in the percentage of students k-3) scoring at benchmark or higher on the DIBELS composite from fall to spring. Here are the results for this goal:

Acadience Assessment Scores:

Kindergarten- Fall 62% at Benchmark  
Spring 96% Benchmark  
Kindergarten had a 34% Increase

1st-Grade: Fall 86% Benchmark  
Spring 89% Benchmark  
First Grade had a 3% Increase

2nd-Grade: Fall 84% Benchmark  
Spring 84% Benchmark  
Second Grade No Increase and No Decrease

3rd-Grade: Fall 82% Benchmark  
Spring 88% Benchmark  
Third Grade had a 6% Increase

Overall, we did meet/exceeded our goal of 2% growth for our school on the Acadience composit score. Our students scoring at benchmark or higher from fall Acadience composite to the spring Acadience composite scores in grades K-3. Based on these results I am pleased to say our goal was met for grades K-3.

II. The Scholastic Reading Inventory assessment also had a name change to Reading Inventory. So, for reporting purposes, I will be using the new name Reading Inventory in place of Scholastic Reading Inventory in this report.

Fall % on benchmark	Spring % on benchmark	Growth of %
1st grade 53%	1st grade 73%	1st grade increase of 20%
2nd grade 50%	2nd grade 81%	2nd grade increase of 31%
3rd grade 63%	3rd grade 83%	3rd grade increase of 20%
4th grade 72%	4th grade 84%	4th grade increase of 12%
5th grade 58%	5th grade 73%	5th grade increase of 15%
6th grade 66%	6th grade 75%	6th grade increase of 9%

We were able to maximize the Reading Inventory program to help monitor and assess how our students were performing through out the year. All of our grades showed remarkable improvement and student growth in our Reading Inventory program.

III. The SAGE assessment had a name change to RISE. So, for reporting purposes, I will be using the new name RISE in place of SAGE in this report. For grades 4-6 we utilized the RISE end of year assessment to measure our ELA academic performance. Here are the results:

2019 4th Grade: 69% students proficiency.  
2018 4th Grade: 48% student proficiency  
Fourth grade had a 21% increase in student proficiency in ELA RISE Scoring.

2019 5th Grade: 54% students proficiency.  
2018 5th Grade: 56% student proficiency.  
Fifth grade had a 2% increase in student proficiency in ELA RISE Scoring.

2019 6th Grade: 73% students proficiency.  
2018 6th Grade: 52% student proficiency  
Sixth grade had a 21% increase in student proficiency in ELA RISE Scoring.

Overall, we did meet/exceeded our goal this year to have a 2% increase over the prior years ELA SAGE scores. In 2018 our schools overall SAGE Language Arts proficiency score was 55%. This year (2019) our schools overall RISE Language Arts proficiency score is 61% which includes 3-6 grades.

## Action Plan Steps

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

Tier II Reading Instruction- Small group instruction will be provided by reading paraprofessionals during the day to support and teach at risk students using research based programs.

DIBELS- We will be using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment three times a year to assess our students. Based on the data we get from the DIBELS we will progress monitor those students that are below benchmark twice a month.

Scholastic Reading Counts & Inventory- To help encourage/improve reading comprehension and fluency, Heritage Elementary will participate in a school wide Scholastic Reading Inventory (SRI). The SRI will provide assessments for books read (by our students), host Reading Count assemblies and provide incentives for reading.

Individual Learning Plans-ILP's will be written for students who do not score at benchmark in Oral Reading Fluency and/or Reading Accuracy on the DIBELS assessment. Paraprofessionals and or teachers will provide Tier II small group reading instruction for students who have ILP's

ELA-vate- For grades 4 through 6 we will improve ELA scores by teaching the ELA-vate curriculum with fidelity.

To support DIBELS, ELA-vate, SRI and DIBELS we will utilize one copy machine to print ELA-vate reading curriculum, assessments, DIBELS data sheets and other reading/writing curriculum (as authorized by publishers and district). Other Equipment such as computer (s), hardware, instruments, and other equipment will be utilized to support this step of our action plan.

SAGE Benchmark Assessments- For grades 3-6 we will be using this formative tool to gather data and measure student progress throughout the year

Step Up To Writing- a writing program to develop writing skills for our students. We will utilize two mobile writing labs (as outlined in our technology related hardware/software category) to ensure all of our students can utilize this program.

Professional Learning Communities- We will be meeting as PLC's each month to discuss data and develop action plans for student growth in Language Arts.

Mobile writing labs that will include: Chromebooks, software and carts (to house and charge the devices) will be used to support ELA-vate, SAGE and SRI. This technology will support our students and our action plan for goal one. These Chromebook labs will directly impact and assist our students with Language Arts instruction, assessments, writing, and data gathering.

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

Our action plan played a critical role in achieving our goal this year! We first established our Tier II Schedule, making strategic student assignments for our paraprofessionals. We assigned these paraprofessionals to small groups of students at various reading abilities. Our Reading Facilitator, principal and teachers all meet a minimum of three times during the year to go over data and discuss all the Tier II supports/interventions. Working with the classroom teacher, supports were arranged and scaffolding provided to enhance literacy instruction. We constructed Individualized Learning Plans (ILPs) for all students who did not score at benchmark in oral reading fluency and/or reading accuracy on the Acadience (formally known as DIBELS). The teachers, paraprofessionals and other staff members provided small group reading instruction along with individualized reading/literacy teaching opportunities. We assessed three times during the year on Acadience and progress monitored our students on a weekly basis. Our reading paraprofessionals (along with our teachers) targeted reading skills based on individual student needs. This helped us to individualize our instruction and make it more meaningful to our students.

Teachers in grades 4-6 also worked with the reading facilitator, principal and other staff members to monitor student Lexile scores. We mimicked what we were doing with the lower grades and made Individual learning plans for those students that were in need of extra support. We assessed our students with the Scholastic Reading Inventory assessment (now known as Reading Inventory) three times during the year and used the data to monitor and support student interventions.

For grades 3-6, we utilized our mobile writing labs (Chromebooks) to give Benchmark assessments on the RISE (formally known as SAGE). This formative tool allowed teachers to gather data and measure student progress on specific standards in their curriculum. Another program our teachers were also able to access and utilize was the Step-up to Writing program. The Chromebooks worked great in helping teachers access online assessments and curriculum while providing data to discuss at their grade level PLCs.

Lastly, we provided a school wide reading incentive program. We bought a license to Scholastic Reading Counts and provided this program to our school. We used it to track kids reading and we celebrated their reading with a Reading Counts assembly every month to reward those students that took part in our Scholastic Reading Counts program. To help encourage students to read we asked parents to read with their child each night for a minimum of 20 minutes. Individual classroom teachers tracked student reading and encouraged reading by giving out classroom incentives as well.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
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Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Reading paraprofessionals will be hired to teach at risk students in small group settings using research based programs. These paraprofessionals will also be providing reading support, data collection, and administering tiered reading interventions.	\$45,000	\$48,958	\$48,958
Technology Related Hardware/Software (< \$5,000 per item) (650)	Purchase two mobile writing labs that will include: Chromebooks, software and carts (to house and charge the devices). This technology will support our action plan for goal one. These Chromebook labs will assist with Language Arts instruction, assessments and data gathering.	\$18,300	\$19,462	\$19,462
Software (670)	Funds will be allocated to purchase the Scholastic Reading Counts (SRC) and or Scholastic Reading Inventory (SRI) license for the 2018-19 school year to provide assessments and data for goal one.	\$1,200	\$3,789	\$3,789
Equipment (Computer Hardware, Instruments, Furniture) (730)	One copy machine to print ELA-vate reading curriculum, assessments, DIBELS data sheets and other reading/writing curriculum (as authorized by publishers and district). Other expenditures such as computers, hardware, instruments, and other equipment as needed to address goal one.	\$7,210	\$7,670	\$7,670
Total:		\$71,710	\$79,879	

## Funding Changes (and Unplanned Expenditures)

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

If additional funds are allocated in excess of the planned budget for 2018-19, the school community council may determine to allocate additional resources to paraprofessional salaries, Chromebooks, cart/charging station, classroom projectors, short throws, computers, software, programs and or other technology to support goal one.

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

As described

## Publicity

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

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

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

- School website

## Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

### State Leaders:

Governor: Gary R. Herbert.

## Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-15**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
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Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	0	2018-03-14

### Please Note

Comments will only be visible for users that have logged in.

### Comments

Date	Name	Comment
2018-05-19	Paula Plant	The technology and equipment expenditures must be included in the Action Plan with an explanation of how/why those expenditures are needed to implement the Action Plan. This is an auditing requirement. Thank you
2018-05-21	Ann Hunt	Please address comments made by the state office.
2018-06-01	Ann Hunt	The technology and equipment expenditures are now included in Action Plan with an explanation of how/why those expenditures are needed.

[BACK](#)