

Final Report 2018-2019 - Heartland EL

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 | \$15,181 |
| Distribution for 2018-2019 | \$56,248 | N/A | \$59,454 |
| Total Available for Expenditure in 2018-2019 | \$56,248 | N/A | \$74,635 |
| Salaries and Employee Benefits (100 and 200) | \$50,000 | \$40,045 | \$37,431 |
| Employee Benefits (200) | \$0 | \$0 | \$2,614 |
| Professional and Technical Services (300) | \$6,000 | \$24,590 | \$24,590 |
| 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) | \$0 | \$5,000 | \$5,000 |
| Software (670) | \$0 | \$0 | \$0 |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | \$0 | \$0 | \$0 |
| Technology Equipment > \$5,000 (734) | \$0 | \$0 | \$0 |
| Total Expenditures | \$56,000 | \$69,635 | \$69,635 |
| Remaining Funds (Carry-Over to 2019-2020) | \$248 | N/A | \$5,000 |

Goal #1 Goal

In order to provide our classroom teachers with time to collaborate we would like to purchase an instructional assistant as well as add one quarter to our Beverly Taylor Sorensen Art Teacher's contract. This assistant and the art teacher will be helping to provide high quality arts instruction while the teachers meet in collaboration. Heartland knows that the PLC process is what provides the best possible education for our students. Teachers being able to collaborate on researched based practices, develop common formative assessments, and produce lesson plans together will help our school reach it's goals. This will be ongoing throughout the 2018-2019 school year as students will be receiving arts education on a weekly schedule while teachers' are meeting to collaborate.

Academic Areas

- Reading
- Mathematics
- Writing
- Science
- Fine Arts
- Social Studies

Measurements

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

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

Students were assessed at the beginning of the year using DIBELS reading assessment. At the average composite scores for grades K-3 showed that 69.4% of students were above and at benchmark at the time of the assessment and 30.6% of students were below or well-below benchmark. End of of year data indicates that 69.1% remained above benchmark or at benchmark, suggesting the schools ability to maintain student levels in reading. Beginning of the year pre-test assessment data for 3-6 indicates an average proficiency of 19% in math and 36% in ELA reading. End of year RISE assessment data indicates 26% in math, 29% proficiency in ELA, and 32% in science. The data for 3-6 suggest a moderate increase in math scores and a decrease in ELA proficiency. Science scores demonstrate improvement over the 17-18 school year scores of an average of 25% to an average of 32% the following year. Fifth grade was particularly successful moving from 22% the previous year, to 44% this year.

Action Plan Steps

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

1. Teachers will be given a survey regarding their preferences for collaboration times
2. Administration will develop a schedule for teachers to collaborate based on their feedback and students will be serviced in arts education during this time
3. Each team of teachers will receive a schedule for collaboration
4. The teachers will be monitored and supported through the collaboration process
5. Coaches will be provided to help teachers create common formative assessments, rubrics, and lesson plans.
6. Administration will monitor teacher teams progress by attending collaboration meetings
7. Teams successful collaboration will be monitored by coaches in individual classrooms. Coaches will look for evidence of their collaboration while in their classrooms as well as providing teachers with feedback on their practices.

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

The teachers were surveyed and it was determined that teams would meet three times weekly to discuss math, ELA, and other curriculum. The administration with the coaches observed teachers regularly to determine and found evidence that teachers were meeting to discuss student needs, creating CFA, and analyzing data. Teachers were also observed in the classrooms by administration and coaches. These observations focused on high yield instructional strategies, including active engagement. Many of the teachers increased active engagement in classrooms to over 85% on average.

Expenditures

| Category | Description | Estimated Cost | Actual Cost | Actual Use |
|--|---|----------------|-------------|--|
| Salaries and Employee Benefits (100 and 200) | \$15,000 quarter of Beverly Taylor Sorensen teacher salary and benefits \$15,000 instructional assistant salary and benefits | \$30,000 | \$17,430 | A quarter of BTS teacher as well as a portion of the classroom assistants that were hired. |
| | Total: | \$30,000 | \$17,430 | |

**Goal #2
Goal**

To provide students will additional instructional support, especially in classrooms that are highly-impacted. The goal's progress will be evaluated by the school administrator in consultation with specialists and teachers. This team will determine if students with specific needs are having those needs more effectively met with instructional assistants in the classroom, in addition to the teacher. In classrooms receiving high-impact instructional assistants, student learning will be tracked on the basis of growth on District benchmark assessments, as well as formative assessments given at the conclusion of concept instruction.

Academic Areas

- Reading
- Mathematics
- Writing
- Science

Measurements

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

End of level assessments
Common Formative Assessments

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

Students were assessed at the beginning of the year using DIBELS reading assessment. At the average composite scores for grades K-3 showed that 69.4% of students were above and at benchmark at the time of the assessment and 30.6% of students were below or well-below benchmark. End of year data indicates that 69.1% remained above benchmark or at benchmark, suggesting the schools ability to maintain student levels in reading. Beginning of the year pre-test assessment data for 3-6 indicates an average proficiency of 19% in math and 36% in ELA reading. End of year RISE assessment data indicates 26% in math, 29% proficiency in ELA, and 32% in science. The data for 3-6 suggest a moderate increase in math scores and a decrease in ELA proficiency. Science scores demonstrate improvement over the 17-18 school year scores of an average of 25% to an average of 32% the following year. Fifth grade was particularly successful moving from 22% the previous year, to 44% this year.

Action Plan Steps

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

1. Review needs of classroom at the beginning of the year for high-impact needs.
2. Interview, hire, and train the instructional assistants for the specific job determined by the data reviewed.
3. Track impact of instructional assistants through the data of benchmark testing and end of year testing , as available

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

Several instructional assistants were hired and trained based on school-needs. These assistants worked in a variety of capacities to meet the needs of our students in classrooms. Assessment data is discussed above to determine the effectiveness of the assistants in the classroom.

Expenditures

| Category | Description | Estimated Cost | Actual Cost | Actual Use |
|--|--|----------------|-------------|--------------|
| Salaries and Employee Benefits (100 and 200) | Salary and benefits for instructional assistants | \$20,000 | \$22,615 | As Described |
| | Total: | \$20,000 | \$22,615 | |

Goal #3 Goal

Heartland, after transitioning from the Turn Around Program, would like to employ educational consulting to continue to keep us on track in order to raise our student performance. We will evaluate our school-wide goals and create professional development opportunities for coaches, teachers, and administration in order to help our students succeed.

Academic Areas

- Reading
- Mathematics
- Writing
- Science
- Social Studies

Measurements

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

End of Level Assessments
 Benchmark Assessments
 School-Wide Goal Tracking (admin)
 Individual Teacher Progress Plans

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

Students were assessed at the beginning of the year using DIBELS reading assessment. At the average composite scores for grades K-3 showed that 69.4% of students were above and at benchmark at the time of the assessment and 30.6% of students were below or well-below benchmark. End of year data indicates that 69.1% remained above benchmark or at benchmark, suggesting the schools ability to maintain student levels in reading. Beginning of the year pre-test assessment data for 3-6 indicates an average proficiency of 19% in math and 36% in ELA reading. End of year RISE assessment data indicates 26% in math, 29% proficiency in ELA, and 32% in science. The data for 3-6 suggest a moderate increase in math scores and a decrease in ELA proficiency. Science scores demonstrate improvement over the 17-18 school year scores of an average of 25% to an average of 32% the following year. Fifth grade was particularly successful moving from 22% the previous year, to 44% this year.

Individual monthly meetings were held with teachers to monitor and discuss active student engagement. The teachers were monitored monthly by either an instructional coach, or an administrator to measure engagement in classrooms. All teachers met or exceeded criteria by the end of the school year.

Action Plan Steps

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

1. Administration will meet with coaches to determine need and areas of opportunity for professional development
2. Administration will determine and schedule professional development opportunities
3. Coaches will track progress of teachers using professional development in their collaboration as well as in their classrooms
4. Administration will monitor individual teacher progress in one-on-one meetings

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

Coaches and administrators met monthly to discuss professional development needs. Once per month the staff met together to participate in the professional development. Exit tickets, and survey were sent to evaluate the effectiveness of the PD. Monthly individual meetings were also held, and the notes have been recorded.

Behavioral Component

| Category | Description | Final Explanation |
|---|---|-------------------|
| Behavioral/Character Education/Leadership Component | Heartland's administration will be meeting individually with teachers in order to ensure adequate progress in each classroom. An individualized plan for each teacher will be developed at the beginning of the year and administration with the help of coaches will follow up with teachers providing the needed support. | As Described |

Expenditures

| Category | Description | Estimated Cost | Actual Cost | Actual Use |
|---|---|----------------|-------------|--|
| Professional and Technical Services (300) | Educational Consulting and Professional Development Opportunities | \$6,000 | \$24,590 | As described. The higher cost reflects additional days worked by the consultant and additional professional development opportunities. |
| Total: | | \$6,000 | \$24,590 | |

Funding Changes (and Unplanned Expenditures)

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

Heartland Elementary can always benefit from additional instructional assistants in classrooms. Finding ways to increase time that students are provided additional support will greatly improve our student performance.

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

Rather than purchase additional instructional assistants at Heartland, we purchased additional Chromebooks and technology to optimize the time the instructional assistants time and effort that were previously hired.

Unplanned Expenditures

| Category | Description | Estimated Cost | Actual Cost | Actual Use |
|---|-------------|----------------|-------------|----------------------------------|
| Technology Related Hardware/Software (< \$5,000 per item) (650) | | \$0 | \$5,000 | Purchased additional Chromebooks |
| | Total: | \$0 | \$5,000 | |

Publicity

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

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website
- Other: Please explain.
 - School Community Council Meetings PTA Meetings

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

- School newsletter
- School website
- Other: Please explain.
 - School Community Council, PTA Meetings, and School Team Leader Meetings

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-18**

Council Plan Approvals

| Number Approved | Number Not Approved | Number Absent | Vote Date |
|-----------------|---------------------|---------------|------------|
| 10 | 0 | 1 | 2018-03-28 |

No Comments at this time

[BACK](#)