

# Final Report 2016-2017 - Ridgecrest 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 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Carry-Over from 2015-2016	\$2,000	N/A	\$4,467
Distribution for 2016-2017	\$44,063	N/A	\$45,900
Total Available for Expenditure in 2016-2017	\$46,063	N/A	\$50,367
Salaries and Employee Benefits (100 and 200)	\$44,050	\$48,119	\$43,845
Employee Benefits (200)	\$0	\$0	\$4,274
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Total Expenditures	\$44,050	\$48,119	\$48,119
Remaining Funds (Carry-Over to 2017-2018)	\$2,013	N/A	\$2,248

## Goal #1

80% of students K-3 will score proficient on the Spring 2017 CBM (Curriculum Based Measurement) benchmarks. 70% of students in grades 4-5 will be proficient on the 2017 Spring SRI (Scholastic Reading Inventory). In the fall of 2016, grade level teams and individual teachers will set ambitious, growth-oriented goals that will accurately represent student achievement.

## Academic Areas

- Reading

## Measurements

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

Currently, 69% of our students met the winter benchmark on the following assessments that will be used to determine our progress towards our goals: DIBELS PSF (Phoneme Segmentation Fluency) will be used to determine baseline fall data and final assessment data (spring) for Kindergarten. Winter DIBELS PSF data will be used to measure student progress toward the goal and adjust instruction accordingly.

Currently, 75% of our students met the winter benchmark on NWF (whole words read) and 71% of our students met the winter benchmark on DORF (Dibels Oral Reading Fluency). DIBELS NWF (Nonsense Word Fluency) will be used to determine baseline fall data and final assessment data (spring) for 1st Grade. DIBELS Oral Reading Fluency will also be used to determine baseline winter data and final assessment data (spring) for 1st Grade. Winter DIBELS NWF and DORF data will be used to measure student progress toward the goal and adjust instruction accordingly.

Currently, 69% of our students met the winter benchmark on the following assessments that will be used to determine our progress towards our goals: DIBELS Oral Reading Fluency Assessment will be used to determine baseline fall data and final assessment data (spring) for 2nd and 3rd grades. Winter DIBELS data for 2nd and 3rd will be used to measure student progress toward the goal and adjust instruction accordingly.

Currently, 56% of our students were either proficient or advanced on the March SRI Test. SRI will be used to determine baseline fall data and final assessment data (spring) for 4th and 5th grades. Winter SRI data for 4th and 5th grades will be used to measure student progress toward the goal and adjust instruction accordingly.

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

Kindergarten (PSF):	Fall 80%	Spring 80%	Improvement 0%
1st Grade (NWF):	Fall 84%	Spring 74%	Improvement -10%
1st Grade (Dorf):	Winter 79%	Spring 75%	Improvement -4%
2nd Grade (Dorf):	Fall 76%	Spring 75%	Improvement -1%
3rd Grade (Dorf):	Fall 81%	Spring 79%	Improvement -2%
3rd Grade (SRI):	Fall 32%	Spring 68%	Improvement +36 %
4th Grade (SRI):	Fall 43%	Spring 63%	Improvement +20%
5th Grade (SRI):	Fall 51%	Spring 67%	Improvement +16%

**Action Plan Steps**

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

Strong, skill-based instruction in the classroom will be augmented by 4 literacy paraprofessionals. The paraprofessionals will be supported by School Trust LAND Funds and will work with students to offer Tier II, small group supports. Paraprofessionals will also be provided training and coaching by the school achievement coach. Students will be assessed every two weeks to determine progress using grade-appropriate sub tests. Teachers will monitor students as well, to target continued growth. DIBELS benchmark assessments will be given in the Fall, Winter, and Spring. Scholastic Reading Inventory (SRI) will also be given to 4th and 5th graders in the Fall, Winter, and Spring.

Teachers will also work together as teams, with the support of substitutes, and focus specifically on the following:

- Lesson study
- Using explicit instruction
- Implementing scaffolding and differentiated instruction
- Using language supports
- Using backwards design to plan units of study for language arts
- Focusing on assessing reading standards
- Implementing and Lexia (computer based learning program) for struggling learners.
- Providing enough technology to implement Lexia.

Before and after school supports for reading will be offered by teachers. Through stipends, we will pay teachers to run the computer lab using Lexia to increase reading skills. Teachers will also be available Monday-Thursday to provide reading interventions before and after school.

A full day BLT (building leadership team) will be held in the summer to provide time for planning and training for for the BLT members. They will focus on the implementation of Walking to Read for the upcoming school year.

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

The action plan was implemented in the following ways:

1. Paraprofessionals were trained and supported by the achievement coach.
2. Data was analyzed to identify students in need.
3. Paraprofessionals met with identified students 5 days a week.
4. Students' progress was monitored every two weeks to monitor growth.
5. Progress was monitored and instruction was adjusted according to the data.
6. Teachers met using substitutes, as teams with the achievement coach, focusing on Lesson Study and Backwards Design.
7. Before and after school reading supports were provided by teachers.
8. The BLT met to plan, implement, and monitor Walking to Read.

## Expenditures

Salaries and Employee Benefits (100 and 200)	We will spend approximately \$40,000 on 4 reading intervention aides. \$1000 will be spent for substitutes to cover classes while teachers participate in lesson study. \$2250 will be spent on teacher stipends to provide before and after school student supports. \$800 will be spent on teacher stipends for a whole day summer BLT.	\$44,050	\$48,119	With the increased funding we received, we hired substitutes for each teacher to plan as teams. They worked to review data and planned how to reach the school's CSIP goals.
	Total:	\$44,050	\$48,119	

## Increased Distribution

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

The 2016-2017 distribution in this plan is an estimate. If the actual distribution is more than the estimate the funds will be spent to hire more reading paraprofessionals, provide more observations for teachers with substitutes, and purchase additional technology (software and hardware) to enhance differentiated instruction.

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

1. The number of hours for each paraprofessional were extended allowing them to provide interventions for additional students.
2. Additional substitutes were hired to allow teachers to work as teams to plan and implement the school wide goals.

## 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

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

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

## Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-20**

## Council Plan Approvals

10	0	3	2016-03-23

No Comments at this time

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