

# Final Report 2015-2016 - Ridgecrest EL

## Final Report Approved

### Final Report Approval Details

**Submitted By:**

Julia Winfree

**Submit Date:**

2016-10-19

**Admin Reviewer:**

Karen Rupp

**Admin Review Date:**

Unknown

**District Reviewer:**

Alice Peck

**District Approval Date:**

2016-12-06

**Board Approval Date:**

Unknown

### Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

Carry-Over from 2014-2015	\$3	N/A	\$2,381
Distribution for 2015-2016	\$34,716	N/A	\$44,819
Total Available for Expenditure in 2015-2016	\$34,719	N/A	\$47,200
Salaries and Employee Benefits (100 and 200)	\$34,719	\$42,733	\$39,404
Employee Benefits (200)	\$0	\$0	\$3,329
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
<b>Total Expenditures</b>	<b>\$34,719</b>	<b>\$42,733</b>	<b>\$42,733</b>
Remaining Funds (Carry-Over to 2016-2017)	\$0	N/A	\$4,467

### Goal #1

### Goal

The number of students who score below benchmark on the fall 2015 Reading Curriculum Based Measurement (R-CBM) reading fluency assessment will be reduced by 70% for kindergarten, 60% for first grade, and 30% for second through fifth grade on the spring 2016 R-CBM assessment.

## Academic Areas

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- Reading

## Measurements

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

R-CBM assessments will be administered in the fall, winter and spring of the school year to assess student growth, identify needs, and monitor progress toward the goal. Progress monitoring assessments will be given to students who fall below the R-CBM benchmark goals once per week to monitor progress.

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

Kindergarten (PSF):	Winter - 68.3%	Spring - 85.6%	Improvement - +17.3%
1st Grade (RCBM):	Winter - 71%	Spring - 72%	Improvement - +1%
2nd Grade (RCBM):	Fall - 71.4%	Spring - 75%	Improvement - +3.6%
3rd Grade (RCBM):	Fall - 68.3%	Spring - 71.2%	Improvement - +2.9%
4th Grade (RCBM):	Fall - 63.8%	Spring - 74.7%	Improvement - +10.9%
5th Grade (RCBM):	Fall - 66%	Spring - 69%	Improvement - +3%

## Action Plan Steps

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

Increase the effectiveness of instructional strategies in Tier I instruction, specifically quality opportunities to respond, timely and specific feedback, and explicit vocabulary development. Implement consistent skill-based instruction groups focused on targeted areas of need. Hire three paraprofessionals (\$22,435.30) to work under the direction of the principal and the coach to accomplish the following steps: Identify students scoring below benchmark on the R-CBM assessments (fall 2014, winter 2015, spring 2015), obtain diagnostic data of students' needs, and provide intensive, researched-based Tier II interventions. Progress monitor the identified students at least once per month and adjust instructional interventions as needed. Collaborate with teachers to monitor mastery of core standards, analyze data, and adjust instruction as needed.

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

The action plan was implemented in the following ways:

1. Paraprofessionals were hired and trained by the achievement coach.
2. Data was analyzed to identify students in need.
3. Paraprofessionals met with identified students 4 days a week.
4. Students were progress monitored bi-monthly to determine if progress was made.
5. Progress was monitored and instruction was adjusted according to the data.

## Expenditures

Salaries and Employee Benefits (100 and 200)	Three para professionals delivering interventions	\$22,435	\$22,435	Implemented as described above.
	Total:	\$22,435	\$22,435	

## Goal #2

### Goal

During the 2015-16 school year, eighty percent of students in grades 1-3 and seventy-five percent of students in grades 4-5 will score 80% or higher on regularly administered math Common Formative Assessments (CFAs) to determine mastery of core curriculum as it is taught. 70% of students in grades 3-5 will score proficient or above as measured on the 2016 SAGE math assessment.

### Academic Areas

- Mathematics

### Measurements

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

Quarterly Common Formative Assessments (CFAs) will be used to assess student mastery, identify needs, and monitor progress toward the goal.

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

Math CFA data:

1st Grade: Fall - 63% Spring - 86% Improvement - +23%

2nd Grade: Fall - 85% Spring - 83% Improvement - -2%

3rd Grade: Fall - 58% Spring - 65% Improvement - +7%

4th Grade: Fall - 55% Spring - 55% Improvement - 0%

5th Grade: Fall - 67% Spring - 69% Improvement - +3%

SAGE data:

Grade 3 - 65%

Grade 4 - 48%

Grade 5 - 49%

### Action Plan Steps

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

Increase the effectiveness of instructional strategies in Tier I instruction, specifically quality opportunities to respond, timely and specific feedback, and explicit vocabulary development. Implement consistent skill-based instruction groups focused on targeted areas of need. Hire two paraprofessionals (\$12,322) to work under the direction of the principal and the coach to accomplish the following steps:

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

The action plan was implemented in the following ways:

1. Paraprofessionals were hired and trained by the achievement coach.
2. Data was analyzed to identify students in need.
3. Paraprofessionals met with identified students 4 days a week.
4. Students were progress monitored bi-monthly to determine if progress was made.
5. Progress was monitored and instruction was adjusted according to the data.

## Expenditures

Salaries and Employee Benefits (100 and 200)	Hire two paraprofessionals to work under the direction of the principal and the coach	\$12,284	\$20,298	Implemented as described above. Two paraprofessionals were hired and hours were extended due to extra funding.
	Total:	\$12,284	\$20,298	

## Increased Distribution

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

If additional funds become available, the number of hours per week of the para-professionals will be increased to provide additional hours of interventions.

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

The number of hours for each paraprofessional were extended allowing them to provide interventions for additional students.

## 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.
- 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):**

- School website

## Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-20**

## Council Plan Approvals

7	0	0	2015-03-11
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## Plan Attachments

2015-06-04	<a href="#">2014-15 Data</a>	This document overviews the current achievement data from which the goals were established.
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No Comments at this time

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