

Ridgecrest EL Final Report 2012-2013

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2012 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2012-2013.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2011 - 2012	\$5,655	\$6,844
Distribution for 2012 - 2013	\$22,427	\$25,490
Total Available for Expenditure in 2012 - 2013	\$28,082	\$32,334
Salaries and Employee Benefits (100 and 200)	\$26,880	\$26,779
Professional and Technical Services (300)	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$0
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
Total Expenditures	\$26,880	\$26,779
Remaining Funds (Carry-Over to 2013 - 2014)	\$1,202	\$5,555

ITEM A - Report on Goals

Goal #1

Ridgecrest Elementary will increase the number of students reaching benchmark standards on Reading Curriculum Based Measurement (R-CBM) and MAZE assessments by 5% from fall 2012 to spring 2013.

Ridgecrest Elementary will increase the number of students scoring proficient (level 3 and 4) on the Language Arts CRT assessment by 5% from spring 2012 to spring 2013.

Identified academic area(s).

Reading

This was the action plan.

- Students in grades k-6 will be administered R-CBM assessments fall of 2012.
- Data from the R-CBM assessments (as well as teacher assessment data) will be analyzed by teachers, the principal, and the achievement coach during Professional Learning Community (PLC) time to identify the needs of individual students.
- Paraprofessionals will work under the direction of classroom teachers and the achievement coach to provide research-based, targeted interventions using the Sidewalks & Rewards programs to small groups of students.
- Students not achieving benchmark goals will be Progress Monitored two times per month to monitor growth toward the goal.
- This process will be ongoing throughout the school year using R-CBM data from winter and spring benchmark testing, progress monitoring data, and teacher assessments.
- Teachers will participate in eight hours of professional development where they will work in Professional Learning Communities (PLCs) to plan for implementation of the Common Core State Standards in English Language Arts.

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

School LAND Trust funds were used to hire two paraprofessionals who worked 17-hours each week to provide targeted, research-based interventions to students who were identified as achieving below identified benchmarks on R-CBM assessments. Students identified as needing services met with the paraprofessionals for thirty minutes each day to receive intensive interventions using the Sidewalks (kindergarten through third grades) and Rewards (fourth through sixth grades) programs. Students' progress was monitored once per week through the administration of reading probes; students' progress was charted, monitored and adjusted as needed by the teachers, achievement coach, principal, and interventionists.

The funds were also used to provide eight hours of professional development time for teachers to develop understanding of the Common Core State Standards in English Language Arts, organize curriculum maps for implementation of the core standards, and make plans for implementation of the Pearson Reading Street program.

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

- Progress Monitoring assessments of students not meeting the identified R-CBM benchmark standards will be administered regularly throughout the year.
- Students in grades three through six will participate in the CRT Language Arts testing spring of 2013.
- Teachers will continually assess student progress during Professional Learning Community time throughout the school year.

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

The following data shows the progress made in Language Arts school wide as measured by the 2012 CRT scores and spring R-CBM scores. The number of students reaching proficiency as measured on the CRTs increased by 6% from 2011. While the goal of 80% of students reaching the benchmark score on R-CBM testing was not reached, the school increased the number of students reaching benchmark from 69% on fall assessments to 74% on spring assessments.

Language Arts CRT Scores

	2012	2013
Percentage of students proficient	81%	87%

R-CBM Spring Benchmark Scores

Percentage of students reaching benchmark 74%

One hundred and twenty-nine students were provided interventions in language arts in kindergarten through sixth grade, with seventy-nine percent of those students reaching benchmark on the spring R-CBM assessment.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
19770	Salaries and Employee Benefits (100 and 200)	by 5% Two paraprofessionals will be hired to work 17 hours per week. They will work under the supervision of the principal and achievement coach to plan and implement targeted interventions for identified students. Teachers will participate in eight hours of professional development time to develop understanding of the Common Core State Standards in English Language Arts, organize curriculum maps for implementation of the core standards, and make plans for implementation of the Pearson Reading Street program.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

Description: Two paraprofessionals were hired to provide interventions
 Teachers were paid for eight hours of professional development to plan for implementation of ELA curriculum
 Amount: \$14,430
 Category: Salaries and benefits

Goal #2

Ridgecrest Elementary will increase the number of students reaching benchmark standards on Math Curriculum Based Measurement (M-CBM) assessments by 5% from fall 2012 to spring 2013.

Ridgecrest Elementary will increase the number of students scoring proficient (level 3 and 4) on the Math CRT assessments by 5% from spring 2012 to spring 2013.

Identified academic area(s).

Mathematics

This was the action plan.

- Students in grades k-6 will be administered M-CBM assessments fall of 2012.

individual students.

- Paraprofessionals will work under the direction of classroom teachers and the achievement coach to provide research-based, targeted interventions using the EnVision Math program and Math Recovery strategies to individuals and small groups of students.
- Students not achieving benchmark goals will be Progress Monitored two times per month to monitor growth toward the goal.
- This process will be ongoing throughout the school year using M-CBM data from winter and spring benchmark testing, progress monitoring data, and teacher assessments.

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

School LAND Trust funds were used to hire two paraprofessionals who worked 17-hours each week to provide targeted, research-based interventions to students who were identified as achieving below identified benchmarks on M-CBM assessments. Students identified as needing services met with the paraprofessionals for thirty minutes each day to receive intensive interventions using the Math Recovery program and teacher-directed interventions. Students' progress was monitored once per week through the administration of math probes; students' progress was charted, monitored and adjusted as needed by the teachers, achievement coach, principal, and interventionists.

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

- AIMSweb Math Curriculum Based Measurement (M-CBM) assessments will be administered fall of 2012, winter of 2013, and spring of 2013 to all students in grades k-6.
- Progress Monitoring assessments of students not meeting the identified M-CBM benchmark standards will be administered regularly throughout the year.
- Students in grades three through six will participate in the CRT Math testing spring of 2013.
- Teachers will continually assess student progress during Professional Learning Community time throughout the school year.

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

The following data shows the progress made in Mathematics school wide as measured by the 2012 CRT scores and spring M-CBM scores. The number of students reaching proficiency as measured on the CRTs increased by 8% from 2011. While the goal of 80% of students reaching the benchmark score on M-CBM testing was not reached, the school increased the number of students reaching benchmark from 70% on fall assessments to 77% on spring assessments.

Math CRT Scores

	2012	2013
Percentage of students proficient	76%	84%

R-CBM Spring Benchmark Scores

Percentage of students reaching benchmark 77%

Sixty-four students were provided interventions in mathematics in first through sixth grade, with seventy-eight percent of those students reaching benchmark on the spring M-CBM assessment.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
7110	Salaries and Employee Benefits (100 and 200)	One paraprofessional will be hired to work 17 hours per week. This person will work under the supervision of the principal and achievement coach to plan and implement targeted interventions for identified students.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

Description: Two paraprofessionals were hired to provide interventions

Amount: \$12,450

Category: Salaries and benefits

is 22% of the distribution received in 2012-2013. Please describe the reason for a carry over of more than 10% of the distribution.

The 2012-13 plans allowed for additional funds to be used for the purpose of hiring additional personnel. The additional funds did not allow enough funding to hire one additional paraprofessional.

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

If additional funds become available, they will be used to hire additional paraprofessionals for goal number two. This would allow for additional students to receive targeted interventions in mathematics.

The distribution was about 14% more than the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."

Not applicable

ITEM D - The school plan was advertised to the community in the following way(s):

- School newsletter
- School website

ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.

State Leaders

U.S. Senators

State Senators

U.S. Representatives

State Representatives

District School Board

State School Board

ITEM F - The State Board Rule requires reporting of the dates when local boards approved the other plans school community councils are responsible for. Please enter the most recent approval date for each plan listed. These approval dates are for plans being implemented in the 2013-2014 school year and require a 2013 approval date.

2013 - 2014 School Plans

School Improvement Plan
(required for all schools)

06/17/2013

Professional Development Plan
(required for all schools)

06/17/2013

Reading Achievement Plan
(required for all schools with K-3 grades)

06/17/2013

Note for Charter Schools: Charter Schools are only required to have a Reading Achievement Plan, if they receive funding for the program. The other plans are not required.

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by November 15th of the 2013. When was this task completed?

Not required for Charter Schools.

11/14/2013