

Roy Elementary

School Plan and Results 2015-2016

GOAL #1

Eighty-two percent of students in grades K-3 will read at benchmark by the end of the school year.

Action Steps:

The DIBELS assessment was administered to students at the beginning of the year, mid-year, and at the end of the school year to measure progress.

Paraprofessionals worked with students in grades kindergarten through third individually and in small groups for intervention. 2. An AmeriCorps paraprofessional directed the Read Today tutoring program utilizing adult volunteers. She trained volunteers in the STAR tutoring program and assigned students to tutors. 3. Latinos in Action high school student tutors were trained and tutored students in reading. 4. Teachers met weekly in collaborative teams to review student data, adjust instruction, and discuss placement of students in small groups for reading/language instruction. This collaborative time was created while students attended computer, P.E. and library. 5. All teachers participated in professional development for reading.

Results:

An average of 73% of K-3rd grade students were reading at benchmark by the end of the school year.

BOY = Beginning of Year, EOY= End of Year

K BOY 59% EOY 85%

1st BOY 67% EOY 71%

2nd BOY 72% EOY 66%

3rd BOY 69% EOY 71%

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Reading paraprofessionals will assist our reading specialist to support students in small group reading interventions. An AmeriCorp paraprofessional will coordinate or Read Today program.	\$16,600	\$23,873	As described.
Total:		\$16,600	\$23,873	

GOAL #2

Increase student math proficiency rate by 10% on 2016 SAGE in comparison to 2015 SAGE.

Action Plan:

A math support paraprofessional worked with students in 5th and 6th grades. Teachers taught and directed math activities for an after-school math program for students in third through sixth grades. Activities for the after-school math program was geared toward students who were approaching, on-level, and beyond grade level. Grade-level common assessments were developed and used by teachers in each grade. Progress throughout the year was measured using these common assessments. Weekly teacher collaborative time was provided through the use of the librarian, a P.E. and computer teacher. During the computer portion of this time, students worked on math activities directly related to their level and understanding. Teachers participated in professional development for math.

Results:

There was an increase of 8% on SAGE Math from Spring of 2015 to Spring of 2016 (31%-39%)

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	A computer paraprofessional will work with students during teacher team-time weekly. Teachers will work with students in an after-school Math Club on math-related concepts. A math paraprofessional will be hired to work with students in 5th and 6th grades.	\$13,800	\$9,913	As described
Software (670)	A license for Moby Max for the 2015-2016 school year will be purchased.	\$600	\$599	As described
Total:		\$14,400	\$10,512	

GOAL #3

Decrease absences by 10% for our most chronically absent students.

Action Plan:

A paraprofessional was hired to work with students with attendance issues.

Action Plan: An AmeriCorp Paraprofessional was hired to case manage students who are chronically absent during the 2014-2015 school year. This paraprofessional tracked student attendance and grades to provide support and follow through where needed. She acted as a liaison with parents to help in their efforts to get involved in their child's education and support academic achievement through one on one tutoring with specific emphasis in math.

Results:

There was a 43% decrease in absences of our most chronically absent students from the 2014-2015 school year to the 2015-2016 school year.

With improved attendance, our most chronically absent students showed an average DIBELS composite score increase of 70 from the beginning to end of the 2015-2016 school year.

The same students grew an average of 1.3 grade levels in math.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Salary for the paraprofessional	\$5,000	\$5,000	As described
Total:		\$5,000	\$5,000	

Use of Increased Distribution:

More support for student learning was needed in the area of math. Students need internet access in classrooms to access math related sites using iPads, Chromebooks and other technology. Additional wireless access points were purchased and installed with additional funds (\$1996). Some additional funds were used for general supplies for our after-school Math Club (\$312).

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.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2014-2015	\$6,441	N/A	\$11,793
Distribution for 2015-2016	\$31,382	N/A	\$35,157
Total Available for Expenditure in 2015-2016	\$37,823	N/A	\$46,950
Salaries and Employee Benefits (100 and 200)	\$35,400	\$38,786	\$34,434
Employee Benefits (200)	\$0	\$0	\$4,352
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	\$312
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$600	\$599	\$599
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$1,996
Total Expenditures	\$36,000	\$39,385	\$41,693
Remaining Funds (Carry-Over to 2016-2017)	\$1,823	N/A	\$5,257

Carry-Over Explanation:

Math Club Sessions were shortened to 3 weeks each. Salaries for the teachers were less than anticipated due to this change. Aides were absent during the year and were not paid on the days they were absent.