

# Cedar Ridge 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	\$843	\$3,372
Distribution for 2012 - 2013	\$40,414	\$45,911
<b>Total Available for Expenditure in 2012 - 2013</b>	<b>\$41,257</b>	<b>\$49,283</b>
Salaries and Employee Benefits (100 and 200)	\$37,500	\$23,861
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)	\$3,750	\$5,065
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	\$12,625
<b>Total Expenditures</b>	<b>\$41,250</b>	<b>\$41,551</b>
<b>Remaining Funds (Carry-Over to 2013 - 2014)</b>	<b>\$7</b>	<b>\$7,732</b>

## ITEM A - Report on Goals

### Goal #1

Cedar Ridge Elementary will maintain or improve its high levels of proficiency in Language Arts. Our overall schoolwide proficiency on the Language Arts CRT in 2011 was 90%. We will increase the percentage of students who score a three or four on the end of year Language Arts CRTs.

Identified academic area(s).

Reading

#### **This was the action plan.**

1. Using the DRA test scores from the start of the year, teachers will identify students who need extra support in reading.
2. Those students will work one-on-one with trained paraprofessionals for 30 minutes at a time two times per week.
3. Data will be collected from the paraprofessionals and regular education teachers to measure student progress and identify students with the greatest needs.

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

1. Using DRA data, teachers identified students who needed the most support three times during the year.
2. Each grade level was allocated one paraprofessional that would meet students' needs. Teachers identified which students and which subject matter needed the most help during Monday collaboration. Paraprofessionals worked in the classroom and with small groups of students or one-on-one based on weekly assessments.
3. Paraprofessionals reported directly to the teachers about student progress. Teachers also used weekly formative and summative assessments to track growth.
4. Teachers reported that increased access to technology would benefit student learning. The School Community Council met in November and approved the purchase of additional technology. Resources were provided to enhance instruction and provide fluency practice for students. Each classroom was provided an iPad or an iPad mini.

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

We will measure progress toward the goal by looking at end of year CRT data. We will also use DRA testing data throughout the year to identify students who need extra support.

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

At the end of the 2013 school year, our school-wide proficiency on the Language Arts CRTs rose to 91%. The percentage of students who met reading benchmark proficiency, as measured by the DRA, increased from 56% in the Fall to 84% in the Spring. Teachers are reporting in the 2013-2014 school-year how technology is being utilized in the classrooms.

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

Amount Category	Description
24135 Salaries and Employee Benefits (100 and 200)	We will hire and train paraprofessionals to work with students in grades 1-3 one-on-one for 30 minutes at a time twice a week.

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

In November of 2012, the School Community Council approved a redistribution of allocated funds for this goal. Because we received over \$46,000 from the school district to pay for paraprofessionals to support teachers, we decreased the amount of paraeducator support the teachers would get from Trustlands funds. We spent \$10,306.50 to hire and train paraprofessionals to work with students to support Language Arts instruction. Without decreasing the amount of paraeducator support we planned on providing for students, we were able to spend \$7,277.41 on technology to support student learning.

**Goal #2**

Cedar Ridge Elementary will maintain or improve its high level of proficiency in Math. Our overall schoolwide proficiency on the Math CRT in 2011 was 91%. We will increase the percentage of students who score a three or four on the end of year Math CRTs.

Identified academic area(s).

Mathematics

**This was the action plan.**

1. Paraprofessionals will be hired and trained to work with students on grade level math concepts.
2. Paraprofessionals will work in every regular education classroom during math instruction for 30 minutes twice a week.
3. Data will be collected from the paraprofessionals and regular education teachers to measure student progress and identify students with the greatest needs.

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

1. Using formative and summative assessments, teachers identified students who needed the most support with math instruction.
2. Each grade level was allocated one paraprofessional that would meet students' needs. Teachers identified which students and which math concepts needed the most support during Monday collaboration. Paraprofessionals worked in the classroom and with small groups of students or one-on-one based on weekly assessments.
3. Paraprofessionals reported directly to the teachers about student progress. Teachers also used weekly formative and summative assessments to track growth.
4. Teachers reported that increased access to technology would benefit student learning. The School Community Council met in November and approved the purchase of additional technology. Resources were provided to enhance instruction and provide fluency practice for students. Each classroom was provided an iPad or an iPad mini.

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

We will measure progress toward the goal by looking at end of year CRT data. Teachers will also use common assessments during the school year to identify students who need extra support.

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

At the end of the 2013 school year, our school-wide proficiency on the Math CRTs remained at 91%.

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

Amount Category	Description
13365 Salaries and Employee Benefits (100 and 200)	We will hire paraprofessionals to assist in every regular ed classroom for 30 minutes a day twice a week.

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

In November of 2012, the School Community Council approved a redistribution of allocated funds for this goal. Because we received over \$46,000 from the school district to pay for paraprofessionals to support teachers, we decreased the amount of paraeducator support the teachers would get from Trustlands funds. We spent \$9,000 to hire and train paraprofessionals to work with students to support Math instruction. Without decreasing the amount of paraeducator support we planned on providing for students, we were able to spend \$7,277 on technology to support student learning.

**Goal #3**

Teachers and students will have more access to informational texts that will support our new state core. We will increase the quantity of books in our guided reading library and our take-home reading library.

Identified academic area(s).

Reading

**This was the action plan.**

1. Form a committee of teachers to assess the greatest areas of need in our guided reading and take-home libraries.
2. The teachers will identify titles of informational texts to purchase. They will target books to supplement instruction in math, science, social studies, and writing.
3. We will purchase and inventory books.

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

We formed a committee of teachers to assess the greatest areas of need in our guided reading and take-home libraries. They identified titles of informational texts to purchase that targeted books to supplement instruction in math, science, social studies, and writing. We purchased and inventoried books.

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

Teachers will report during November's SCC meeting on the progress of purchasing and using the new texts.

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

Teachers reported the progress of purchasing and using the new texts.

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

<b>Amount</b>	<b>Category</b>	<b>Description</b>
3750	General Supplies (610)	We will purchase non-fiction books to supplement our guided reading and take-home reading libraries.

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

We spent \$4,215.9 on books, materials, and supplies for our guided reading and take-home reading libraries.

**ITEM B - In the Financial Proposal and Report, there is a carry-over of \$7732 to the 2013-2014 school year. This is 17% of the distribution received in 2012-2013. Please describe the reason for a carry-over of more than 10% of the distribution.**

This carry-over was the result of reappropriating our funds we had allocated for paraeducators. When we received the \$46,000 from the school district, we tried to maximize the benefit from the funds. Instead of hiring additional paraeducators to only work with students for the last few months of the school year or just buying more technology, we decided to let the money carry over to the next school year to more fully fund paraeducators for the following year.

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

If we receive additional funding we increase the number of students who receive reading interventions listed as our first goal. We will also purchase replacement digital projector bulbs to sustain technology purchases made with Trustland moneys in the past.

**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."**

We used the additional funding to provide math and language arts support to additional students.

**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**

Brian Halladay  
JoDee Sundberg  
John Burton  
Scott Carlson  
Debbie Taylor  
Wendy K. Hart  
Paula Hill

**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) 06/18/2013

Professional Development Plan  
(required for all schools) 06/18/2013

Reading Achievement Plan  
(required for all schools with K-3 grades) 06/18/2013

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.**

11/15/2013