

Estimated 5% Allocation Funding \$ 2,531.88

"A school may use up to 5% of the school's school allocation to fund school personnel retention at the principal's discretion, not including uniform salary increases"

Description of how these funds will be allocated to instructional staff per the above guid

In order to effectively meet the needs of each student, we will need to reduce the overall class size in lower grades. We currently have 14.5 FTEs. Using the TSSA funds will allow us to add another .5 FTE, which will increase our FTEs to 15 for the 2019-2020 school year. The extra FTE will allow us to add an additional teacher to our lower grades reducing class sizes from 1:30 to 1:20. If there are additional funds available, they will be used to hire a para-educator to provide interventions (both remediation and extension).

Estimated Funding \$35,446.35

Goal #1

Academic Area: Reading -Our focus, for the 2019-2020 school year, will be to increase reading achievement using DIBELS, the Star Test, and Imagine Learning as our measurement tools. Our goal is as follows: 70% of Kindergarten through 6th-grade students will benchmark according to the DIBELS End Of Year (EOY) 2020 assessment OR make at least one-year's growth on the STAR Test or in Imagine Learning from August 2019 to May 2020.

Method of Measurement: Using DIBELS, the Star test, and Imagine Learning reading data, we will be able to measure our students' reading achievement. Kindergarten through 6th-grade students will be formally assessed three times a year using DIBELS - Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). Those scores will be entered into our school-wide data tracking spreadsheet, as well as in mClass.

DIBELS will be used to identify and progress monitor student reading achievement for Kindergarten through 6th-grade students. Students scoring in the Well Below Benchmark category will be progress monitored every two weeks. Students scoring in the Below Benchmark category will be progress monitored every four weeks. This timeline will ensure initial instruction and interventions are meeting the needs of the students. Teachers will use this data to drive reading instruction.

Action Plan Steps: In order to effectively meet the needs of each student, we will need to reduce the overall class size in lower grades. We currently have 14.5 FTEs. Using the TSSA funds will allow us to add another .5 FTE, which will increase our FTEs to 15 for the 2019-2020 school year. The extra FTE will allow us to add an additional teacher to our lower grades reducing class sizes from 1:30 to 1:20. If there are additional funds available, they will be used to hire a para-educator to provide interventions (both remediation and extension).

The master schedule includes a 3-hour Literacy block for all students in Kindergarten through 6th grade. Teachers will teach the identified District Essentials at each grade level, using the district adopted curriculum, targeting what students need to know to be prepared for the state standards. The teachers will enter their DIBELS, STAR, and Imagine Learning data into a school-wide data tracking spreadsheet. The spreadsheet will be shared with the grade-level teachers, the Special Education team, and the administration. The spreadsheet will be used during Friday PLC meetings to identify students needing remediation as well as extensions. Through school-wide training, data meetings, progress monitoring, and weekly PLC meetings, we will be able to monitor all students and ensure that they are reading at high levels.

Expenditures		
Category	Description	Estimated Cost
Salaries - 100	.5 FTE for a General Education Teacher to reduce class size in lower grades - this amount m change depending on this year's negotiated contract	\$ 30,000.00
Benefits - 200		
Purchased Svcs - 300		
Repairs - 400		

Travel - 580	
Other Services - 500	
General Supplies - 610	
Technology Supplies - 650	
Equipment - 730	
Goal Total Expense	\$ 30,000.00

Estimated Funding Remaining \$ 5,446.35

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Goal #2

Academic Area: Math - Our focus, for the 2019-2020 school year, will be to increase math achievement. We will use the district interim assessments, grade level common assessments, and/or a computerized math program as our measurement tools. The goal is as follows: 80% of students in Kindergarten through 6th grade will score 70% or higher on the district interim assessments or grade level common assessments OR make a year's growth in the computerized math program.

Method of Measurement: Using the data from grade level common assessments, district interim assessments, RISE assessment, and teacher assessments, we will continue to ensure students are meeting grade-level expectations in mathematics.

If a student is not meeting grade level expectations, teachers will refer students to interventions (grade level and school) to address the needed skills. By tracking the data, and providing remediation the students will be prepared for the district interims and grade level common assessments.

The data will be entered into our school-wide data tracking spreadsheet. Teachers will use this data to drive math instruction.

Action Plan Steps: In order to effectively meet the needs of each student, we will need to reduce the overall class size in lower grades. We currently have 14.5 FTEs. Using the TSSA funds will allow us to add another .5 FTE, which will increase our FTEs to 15 for the 2019-2020 school year. The extra FTE will allow us to add an additional teacher to our lower grades reducing class sizes from 1:30 to 1:20. If there are additional funds available, they will be used to hire a para-educator to provide interventions (both remediation and extension).

The master schedule includes a 105 to 120 minute math block for all students in Kindergarten through 6th Grade. Teachers will teach the identified District Essentials at each grade level, using the district adopted curriculum, targeting what students need to know to be prepared for the state standards.

The teachers will enter their grade level, district interim, and RISE assessment data into a school-wide spreadsheet. The spreadsheet will be shared with the grade-level teachers, Special Education team, and the administration. The spreadsheet will be used during Friday PLCs to identify students needing remediation or extension. The teachers will enter their grade level re-teaching data into the school-wide spreadsheet. Through school-wide training, district training, data meetings, and weekly PLC meetings, we will be able to monitor all students and ensure that they are meeting grade-level expectations in mathematics.

Expenditures		
Category	Description	Estimated Cost
Salaries - 100	Para-educator to provide interinterventions (both remediation and extension) - this amount n change depending on this year's negotiated contract	\$ 5,446.35
Benefits - 200		
Purchased Svcs - 300		
Repairs - 400		
Travel - 580		
Other Services - 500		
General Supplies - 610		
Technology Supplies - 650		
Equipment - 730		
Goal Total Expense		

Estimated Funding Remaining \$ -