



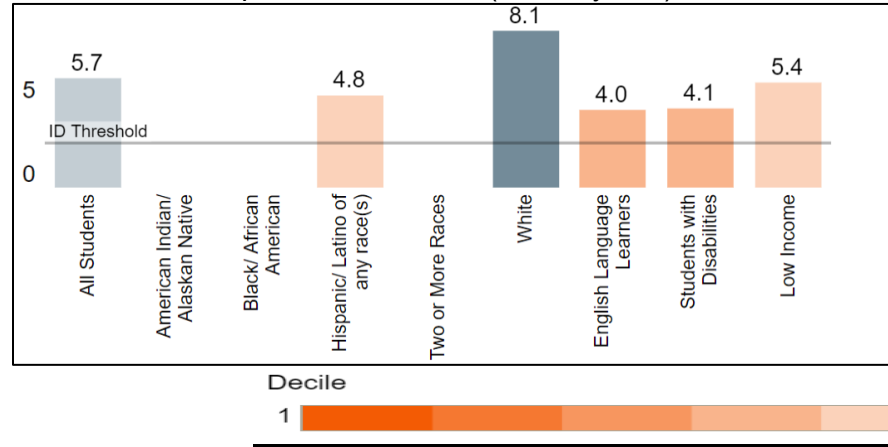
Rock Island Elementary Report for 2019-20

FTE = Full-time Equivalent Students/Staff, **F & R** = Free & Reduced, **H** = Hispanic, **ELL** = English Language Learners, **M** = Migrant, **Sp Ed** = Special Education; **A** = Students with <2 Absences & Month, **MB** = Mobility, **HL** = Homeless, **D** = Discipline Rate, **E** = Exclusion of <=1 day

Year	Student Totals (School % / District %)											Staff Totals					
	FTE	F & R	H	ELL	M	Sp Ed	A	MB	HL	D	E	FTE	Cert.	Para	Office	Maint	Adm
2014-15	227	87/58	74/44	54/19	23/11	15/12				/3.1		28.8	15	11	1	1.25	.5
2015-16	226	81/56	71/46	52/19	20/11	17/12				2.0/3.1		28.8	15	11	1	1.25	.5
2016-17	218	83/56	69/46	49/19	23/10	16/12				NA/3.1		30.25	16	11	1.5	1.25	.5
2017-18	223	83/55	71/47	48/18	22/10	13/12	92/85			.8/3.7	NA	29.75	15.5	11	1.5	1.25	.5
2018-19	211	83/59	70/47	44/11	19/11	16/13	NA	3.8/3.8	6.7/4.0	NA	NA	28.75	15.5	10	1.5	1.25	.5

Budget: \$37,803 + prior year end balance of \$4,244 – expenditures of \$37,025 = year-end balance of \$5,022

Overall School Improvement Scores (Prior 3 years)



	All Students	American Indian/ Alaskan Native	Black/ African American	Hispanic/ Latino of any race(s)	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	44.1%			36.6%			42.2%	15.7%	10.9%
Math Proficiency Rate	39.2%			32.2%			37.4%	15.7%	15.2%
ELA Median SGP	55			54.5		65	55	51.5	47
Math Median SGP	49			49		54	48	48	55

District or Building Goal & Supporting Strategy/Activity	Progress/Data
#1 Increased Focus on SEL with A) Develop a Behavior Team; B) Consistent use of Sanford Harmony; C) Refine PBIS and use of SWIS; and D) Focus on Monthly Character Traits.	The behavior team has been created and teaming with classroom teachers to develop behavior plans. Every Monday, classroom teachers are teaching Sanford Harmony lessons with support from our counselor. Each day, our PBIS Coordinator records all major behavior and check in/check out data in the SWIS system. She shares a summary with staff at the end of the month. Each month, teachers select 1-3 students to celebrate with a focus on a different trait each month.
#2 Enhanced Core Instruction, specifically for our low income & EL students with A) Increase use of GLAD; and B) Increase use of Student Talk strategies.	Caitlin Walters provided professional development on Sept. 9 with ongoing support. Principal has conducted three walk-throughs looking specifically for GLAD and Student Talk strategies.
#3 Math development with A) Increased use of Number Talks Strategies; B) Use of competency based math facilitator; and C) Increase grade level math time.	Number Talks have been modeled by experts in 60% of our classrooms. The schedule for instruction was built to provide an additional 15 minutes of Math each day.
#4 Alignment of writing with A) Vertically align writing standards; B) Increased writing support for ELL learners; and C) Develop writing benchmarks.	During the Oct. 11 PD day, teams determined essentials in Writing K-4. We continued supporting ELL learners with more writing assistance and also developing writing benchmarks.