

# Final Report 2018-2019 - Edgemont EL

## Final Report Approved

### Final Report Approval Details

**Submitted By:**

Harmony Kartchner

**Submit Date:**

2020-01-06

**Admin Reviewer:**

Karen Rupp

**Admin Review Date:**

Unknown

**District Reviewer:**

Bonnie Tautkus

**District Approval Date:**

2020-01-07

**Board Approval Date:**

2020-01-07

### Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2017-2018	\$9,776	N/A	\$11,372
Distribution for 2018-2019	\$68,368	N/A	\$72,508
Total Available for Expenditure in 2018-2019	\$78,144	N/A	\$83,880
Salaries and Employee Benefits (100 and 200)	\$73,000	\$47,953	\$44,442
Employee Benefits (200)	\$0	\$0	\$3,511
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$15,295	\$19,559
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$5,000	\$4,264	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$16,368	\$16,368
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$78,000</b>	<b>\$83,880</b>	<b>\$83,880</b>
<b>Remaining Funds (Carry-Over to 2019-2020)</b>	<b>\$144</b>	<b>N/A</b>	<b>\$0</b>

# Goal #1

## Goal

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During the 2018-2019 school year, Edgemont Elementary School will provide intervention for reading and mathematics so all children can perform at grade level. We will hire aides for 95% tutoring in reading and aides for success maker in mathematics. Using these resources, our goal is to have our students increase by 5% on the aggregate Kindergarten through 3rd grade DIBELs score. We will use the data from Fall 2018 and compare it to Spring 2019. We will also measure the impact of our intervention assistance by comparing SAGE Data from Spring 2017 to Spring 2019. We would expect a 10% growth in Reading and Mathematics in grades 3rd - 6th.

## Academic Areas

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- Reading
- Mathematics
- Writing

## Measurements

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

The following measurements we will use to determine progress towards our goals are Dibels and SAGE.

2017 SAGE Scores

Language Arts	Math
Grade 3: 50%	32%
Grade 4: 54%	67%
Grade 5: 47%	61%
Grade 6: 74%	75%

SAGE Goals for 2019

Language Arts	Math
Grade 3: 60%	43%
Grade 4: 64%	77%
Grade 5: 57%	71%
Grade 6: 84%	85%

Dibels Percentage on Grade Level for 2017

Kindergarten: 83%
1st Grade: 81%
2nd Grade: 81%
3rd Grade: 80%

Dibels Goal for Spring 2019

Kindergarten: 88%
1st Grade: 86%
2nd Grade: 86%
3rd Grade: 85%

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

Our goal was to have a 5% growth on our SAGE (RISE) scores with interventions in Reading and Math. Below are the results of the end of year testing:

Language Arts SAGE (RISE) Scores

Grade	2017/18	2018/19
3rd	67%	64.5%
4th	73.3%	77.6%
5th	71%	73.8%
6th	61%	76.1%

Math SAGE (RISE) Scores

Grade	2017/18	2018/19
3rd	67%	59.1%
4th	70%	77.6%
5th	72%	69%
6th	66%	77%

DIBELs Scores K-3 EOY

Grade	2017/18	2018/19
K	83%	50.5%
1st	81%	85%
2nd	81%	75%
3rd	80%	93%

After looking at the data we were able to meet our goal for SAGE (RISE) and DIBELS improvement in most of our grade levels.

## Action Plan Steps

**This is the Action Plan Steps identified in the plan to reach the goal.**

1. We will disaggregate last year's Language Arts and Math data to assess which students need interventions to perform on grade level.
2. We will hire qualified aides to help with the intervention groups.
3. We will provide appropriate training on how to use the interventions to help students.
4. We will track intervention student data biweekly to see if they are making progress. If there are any students not making progress, we will provide additional support to help them.

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

To achieve the goals above we followed the action plan steps that were outlined. As an administration team, leadership team and within teacher PLC's we disaggregated the data from the previous year. We used this data to assess which students would need interventions to perform on grade level. We hired qualified aides to help with the intervention groups and provided appropriate training in the programs they would be using for interventions. We tracked data throughout the interventions and then meet bi-weekly as an intervention team to check on student progress. If there were any students that were not making progress we found additional support and help for them.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Salaries for aides for 95%, Reading Plus and Success Maker intervention programs.	\$47,000	\$27,453	The funds were used as follows: Salaries for 95% aides: \$42,012
	Total:	\$47,000	\$27,453	

## Goal #2 Goal

To ensure all of our English Language Learners are making progress and performing on grade level, we need materials to support them and aides to deliver the additional instruction, in addition to Tier 1 and Tier 2. Given this additional support, during the 2018-2019 school year, our ELL students will increase at least 5% on the Language Arts section of the SAGE test. This will be measured by the end of the year test.

## Academic Areas

- Reading
- Writing

## Measurements

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

To measure our ELL student's growth, we will compare the ELL data from the 2017 Spring SAGE Language Arts Scores to the 2019 Spring SAGE Language Scores.

2017 Language Art SAGE Scores	Goal
3rd Grade: 33%	38%
4th Grade: 27%	32%
5th Grade: 14%	19%
6th Grade: 75%	80%

Dibels: Goal

Kindergarten: 83%	88%
1st Grade: 81%	86%
2nd Grade 81%	86%
3rd Grade 80%	85%

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

Language Arts SAGE (RISE) % proficient of ELL students:

Grade	2017/18	2018/19
3rd	33%	54%
4th	27%	10%
5th	14%	29%
6th	75%	25%

DIBELs Scores K-3 EOY

Grade	2017/18	2018/19
K	83%	50.5%
1st	81%	85%
2nd	81%	75%
3rd	80%	93%

We saw improvement in 3rd and 5th grades. We didn't see the improvement we wanted in grades 4 and 6. These percentages represent between 4-10 students in each grade level that are identified as ELL. We will continue our goal of interventions for our ELL students into the next year.

## Action Plan Steps

**This is the Action Plan Steps identified in the plan to reach the goal.**

1. We will disaggregate ELL SAGE and WIDA Data to determine needs of ELL students in Language Arts.
2. We will hire an ELL aide to help with ELL interventions.
3. We will identify research based programs and determine the one that would be best for Edgemont Elementary and provide training for ELL aide on how to use the intervention program.
4. We will meet biweekly to assess intervention data and determine students making progress and students still in need of further intervention.

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

To achieve the goals above we followed the action plan steps that were outlined. As an administration team, leadership team and within teacher PLC's we disaggregated the data from the previous year from the SAGE and WIDA tests. We used this data to assess which students would need interventions to preform on grade level. We hired qualified aides to help with the intervention groups and provided appropriate training in the programs they would be using for interventions. We tracked data throughout the interventions and then meet bi-weekly as an intervention team to check on student progress. If there were any students that were not making progress we found additional support and help for them.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Money to hire an aide for ELL students.	\$13,000	\$14,000	As Described
Textbooks (Online Curriculum or Subscriptions) (642)	Materials to support our ELL students	\$5,000	\$4,264	As Described
	Total:	\$18,000	\$18,264	

## Goal #3 Goal

To ensure all students in the Dual Language Immersion program are proficient in French, each grade level will implement a Tier 2 intervention program for students who need more support in the target language. The Tier 2 intervention program will consist of an aide who is fluent in French to give students the needed support. The goal is to achieve a passing rate of 80% or better proficiency in each grade level.

## Academic Areas

- Reading

- Writing
- Science
- Foreign Language

## Measurements

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

To increase AAPPL percentage passing rate, we will disaggregate the data from Fall 2017 AAPPL scores. Using the data, we will provide small intervention groups to help students be proficient in the French language.

AAPPL Fall 2017 Scores	Goal Fall of 2018
3rd Grade: 98%	80% or better
4th Grade: 86%	80% or better
5th Grade: 81%	80% or better
6th Grade: 75%	80% or better

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

Below are the before and after measurements for the AAPPL testing:

APPL Testing Results		
Grade	2017/18	2018/19
3rd	98%	95%
4th	86%	94%
5th	81%	86%
6th	75%	98%

All of our grade levels made sufficient progress on the AAPPL test last year.

## Action Plan Steps

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**This is the Action Plan Steps identified in the plan to reach the goal.**

1. We will disaggregate the Fall 2017 AAPPL data to identify which students are not proficient in the French language.
2. We will hire an aide who is fluent in the French language to run small intervention groups for each grade level.
3. We will then share that data with their teacher and the aide and ensure those students receive additional support in the French language.
4. We will meet with our French team monthly to review data from interventions and ensure all students are progressing.

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

To achieve the goals above we followed the action plan steps that were outlined. As an administration team, leadership team and within teacher PLC's we disaggregated the data from AAPPL testing from the previous year. We used this data to assess which students would need interventions to preform on grade level. We hired qualified French aide to help with the intervention in French. We met monthly as a French team to check on student progress and review data. If there were any students that were not making progress we found additional support and help for them.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	To employ an aide fluent in French to run small groups during Tier 2 Intervention time.	\$13,000	\$6,500	As Described
	Total:	\$13,000	\$6,500	

## Funding Changes (and Unplanned Expenditures)

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

Additional funds will be used to hire aides who will support and increase student achievement.

**Description of how any additional funds exceeding the estimated distribution were actually spent.**

We spent funds on Reading Plus and Lexia Core 5 which were originally included in the salary/benefits line items on our plan but are coded to supplies/technology by our Business Department.

**Unplanned Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)		\$0	\$15,295	Supplies - Lexia Core 5 : \$15,295
Technology Related Hardware/Software (< \$5,000 per item) (650)		\$0	\$16,368	Technology and Related Software (Reading Plus : \$16,368
	Total:	\$0	\$31,663	

**Publicity**

**The following items are the proposed methods of how the Plan would be publicized to the community:**

- School website
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- Other: Please explain.
  - Community Council meeting, School Leadership Team meeting, and School Faculty Meeting

**The school plan was actually publicized to the community in the following way(s):**

- School newsletter
- School website
- Other: Please explain.
  - Shared in PTA meeting, leadership team, and community council meeting.

**Summary Posting Date**

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-16**

**Council Plan Approvals**

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	2	2018-04-11

**Please Note**

Comments will only be visible for users that have logged in.

**Comments**

Date	Name	Comment
2019-12-08	Karen Rupp	The expenditures entered by the school do not match the expenditures entered by the district. Please reconcile.
2019-12-18	Bonnie Tautkus	See comment from state above and Joe's clarification here: 'Looks like the school used funds last year to purchase Reading Plus, ELL Books, as well as Lexia Core5. These purchases are not included on the school end of year report.' Please reconcile asap. Thank you

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