

# Final Report 2019-2020 - Edgemont EL

## Financial Report

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
<b>Remaining Funds (Carry-Over to 2019-2020)</b>	<b>\$633</b>	N/A	<b>\$0</b>
Carry-Over from 2018-2019	\$2,516	N/A	\$
Distribution for 2019-2020	\$82,307	N/A	\$
<b>Total Available for Expenditure in 2019-2020</b>	<b>\$84,823</b>	N/A	<b>\$</b>
Salaries and Employee Benefits (100 and 200)	\$65,000	\$60,634.61	\$60,634.61
Employee Benefits (200)	\$0	\$0	\$0
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	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$19,500	\$12,500	\$12,500

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>\$84,500</b>	<b>\$73,134.61</b>	<b>\$73,134.61</b>

## Goal #1

During the 2019-2020 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 Spring 2019 and compare it to Spring 2020. We will also measure the impact of our intervention assistance by comparing SAGE Data from Spring 2018 to Spring 2020. We would expect a 5% growth in Reading and Mathematics in grades 3rd - 6th.

### Academic Areas

- Reading
- Mathematics

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

#### 2018 SAGE Scores

	Language Arts	Math
Grade 3:	67%	67%
Grade 4:	64%	70%
Grade 5:	71%	72%
Grade 6:	61%	66%

#### SAGE Goals for 2020

	Language Arts	Math
Grade 3:	72%	72%
Grade 4:	69%	75%

Grade 5:	76%	77%
Grade 6:	65%	71%

Dibels Percentage on Grade Level for 2018

Kindergarten: 87%

1st Grade: 81%

2nd Grade: 81%

3rd Grade: 89%

Dibels Goal for Spring 2020

Kindergarten: 89%

1st Grade: 86%

2nd Grade: 86%

3rd Grade: 89%

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

**Due to COVID school closures, learning moving to all online, and end of year (EOY) testing waived, we were unable to assess students on their end of year progress through the RISE, Acadience, and WIDA testing.**

## Action Plan Steps

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

1. We will dis-aggregate 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 met bi-monthly 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. **Due to COVID school closures, learning moving to all online, and end of year (EOY) testing waived, we were unable to assess students on their end of year progress through the RISE and Acadience testing.**

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$	\$	
Salaries and Employee Benefits (100 and 200)	Salaries for aides for Reading and Math Interventions.	\$39,000	\$41,286.96	As described

## Goal #2

### 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
- Mathematics
- Writing
- Foreign Language
- Science
- Social Studies

### Measurements

To increase AAPPL percentage passing rate, we will disaggregate the data from Fall 2018 AAPPL scores. Using the data, we will provide small intervention groups to help students be proficient in the French language.

## AAPPL

	Fall 2018 Scores	Goal for Fall of 2019
3rd Grade:	99%	80% or better
4th Grade:	87%	80% or better
5th Grade:	99%	80% or better
6th Grade:	98%	80% or better

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

#### APPLL Testing Results

Grade	Fall 2018	Fall of 2019
3rd	95%	80%
4th	94%	92%
5th	86%	94%
6th	98%	94%

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

## Action Plan Steps

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

1. We will disaggregate the Fall 2018 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 perform on grade level. We hired a 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
Total:			\$	\$
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	\$16,170.09	As Described

### Goal #3

#### Goal

To ensure all of our English Language Learners are making progress and performing on grade level, we need aides to help with ELL interventions and support, in addition to Tier 1 and Tier 2. Given this additional support, during the 2019-2020 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 2018 Spring SAGE Language Arts Scores to the 2020 Spring SAGE Language Scores.

2018 Language Art SAGE Scores

	Current Score	Goal
3rd Grade:	36%	41%
4th Grade:	46%	51%
5th Grade:	41%	46%
6th Grade:	26%	31%

Dibels:

	Current Score	Goal
Kindergarten:	87%	90%
1st Grade:	81%	86%
2nd Grade	81%	86%
3rd Grade	89%	90%

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

**Due to COVID school closures, learning moving to all online, and end of year (EOY) testing waived, we were unable to assess students on their end of year progress through the RISE, Acadience, and WIDA testing.**

## 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 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 perform on grade level. We hired a qualified aide to help with the ELL intervention groups and provided appropriate training in the programs they would be using for interventions. We tracked data throughout the interventions and then met bi-monthly 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.

Due to COVID school closures, learning moving to all online, and end of year (EOY) testing waived, we were unable to assess students on their end of year progress through the RISE, Acadience, and WIDA testing.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$	\$	
Salaries and Employee Benefits (100 and 200)	To employ an aide to run small intervention groups for our ELL students.	\$13,000	\$3,177.56	As Described

## Goal #4

### Goal

To increase student achievement in Reading and Math we will purchase the programs Lexia, Reading Plus, and SuccessMaker. We will use these programs for our Tier 2 interventions. These are research based programs that have proven successful in the past in our interventions at Edgemont Elementary.

### Academic Areas

- Reading
- Mathematics

### Measurements

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

#### 2018 SAGE Scores

	Language Arts	Math
Grade 3:	67%	67%
Grade 4:	64%	70%
Grade 5:	71%	72%
Grade 6:	61%	66%



### SAGE Goals for 2020

	Language Arts	Math
Grade 3:	72%	72%
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### Dibels Percentage on Grade Level for 2018

Kindergarten: 87%

1st Grade: 81%

2nd Grade: 81%

3rd Grade: 89%

### Dibels Goal for Spring 2020

Kindergarten: 89%

1st Grade: 86%

2nd Grade: 86%

3rd Grade: 89%

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

**Due to COVID school closures, learning moving to all online, and end of year (EOY) testing waived, we were unable to assess students on their end of year progress through the RISE, Acadience, and WIDA testing.**

### Action Plan Steps

1. We will dis-aggregate 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 bimonthly 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.**

With the Trustlands money we were able to purchase the math intervention program SuccessMaker. As a school we worked hard to implement the math program, but due to school shutdowns and lack of support from the company that runs the program, the implementation was not at the level we would typically see in a normal school year.

We received a grant from the state to purchase Lexia and had success running that program in our school and during covid shut downs.

Our Reading Plus program was already under a two year contract, so we did not need to renew it this year, as we had previously thought.

**Due to COVID school closures, learning moving to all online, and end of year (EOY) testing waived, we were unable to assess students on their end of year progress through the RISE, Acadience, and WIDA testing.**

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Technology Related Hardware/Software (< \$5,000 per item) (650)	Tier 2 intervention program.	\$19,500	\$12,500	Technology and Related Software (SuccessMaker Math Intervention online Program)

## Funding Changes (and Unplanned Expenditures)

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

Due to covid 19 school closures we did have more funding then normal left over. This would not typically be the case in a normal school year. The state did roll over the funds for us to use for the 2020-2021 school year.

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

See statement above.

## Unplanned Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$	\$	
General Supplies (610)		\$0	\$	Supplies \$
Technology Related Hardware/Software (< \$5,000 per item) (650)		\$0	\$	Technology and Related Software (: \$

Total Funds for 2019/2020 = \$84,823.00

Total Spent for 2019/2020 = \$73,134.61

## 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 **2-6-2021**