

Edgemont School Final Report 2020-2021

2020 - 2021



Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2020 and from the LEA's data entry of the School LAND Trust expenditures in 2020-2021.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Carry-Over from 2019-2020	\$0.00	\$14,747.63
Distribution for 2020-2021	\$82,830.00	\$82,830.00
Total Available for Expenditure in 2020-2021	\$82,830.00	\$97,577.63
Salaries and Benefits	\$70,000.00	\$47,288.64
Technology Related Supplies	\$0.00	\$6,082.50
Software	\$12,000.00	\$0.00
USB E Administrative Adjustment - Scroll to the bottom to see Comments.		\$0.00
Total Expenditures	\$82,000.00	\$53,371.14
Remaining Funds (Carry-Over to 2021-2022)		\$44,206.49

Goal #1

[close](#)

State Goal

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During the 2020-2021 school year Edgemont Elementary School will provide Tier 2 interventions for ELA and Mathematics, so all children can perform at grade level. We will hire aides for the Tier 2 interventions in Math and ELA. We currently have a research based intervention program we are using in reading that we are having success with. We will also purchase a research based intervention program in math for aides and teachers to use during Tier 2 interventions. Using these resources our goal is to increase scores in Kindergarten through 3rd grade by 3% on students making typical or better progress on the Acadience testing. In 3rd-6th grade, our goal is to see a 3% increase in RISE scores for Math and ELA. We will use the data from end of the 2019 school year and compare it to the end of year 2021 school year to determine growth in ELA and Mathematics.

Academic Area

[close](#)

- English/Language Arts
- Mathematics

Measurements

[close](#)

Measurements

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

The following measurements will be used to determine progress towards our goals in Math and Reading.

2019 Rise Scores

	ELA	Math
Grade 3:	65%	59%
Grade 4:	73%	78%
Grade 5:	74%	69%
Grade 6:	76%	77%

2021 RISE Score Goals

Grade 3:	68%	62%
Grade 4:	76%	81%
Grade 5:	77%	72%
Grade 6:	79%	80%

Acadience % made typical or better progress for End of Year 2019:

Grade K:	51%
Grade 1:	76%
Grade 2:	70%
Grade 3:	79%

Acadience Goal for Spring 2021:

Grade K:	54%
Grade 1:	79%
Grade 2:	70%
Grade 3:	82%

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

The following measurements were used to determine progress towards our goals in Math and Reading. Our goal was to see at least a 3% increase from 2019 in 3rd - 6th RISE ELA and Math scores showing students who met or exceeded proficiency and a 3% increase in students in grades K-2 who met or exceeded proficiency on the Reading Acadience testing (we used 2019 since there were not any end of year assessments to use from 2020).

2019 Rise Scores

	ELA	Math
Grade 3:	65%	59%
Grade 4:	73%	78%
Grade 5:	74%	69%
Grade 6:	76%	77%

2021 RISE Scores

Grade 3: 65% 69%
 Grade 4: 62% 47%
 Grade 5: 79% 59%
 Grade 6: 77% 68%

Acadience % made typical or better progress for End of Year 2019:

Grade K: 51%
 Grade 1: 76%
 Grade 2: 70%
 Grade 3: 79%

Acadience Scores % made typical or better progress Spring 2021:

Grade K: 58%
 Grade 1: 72%
 Grade 2: 72%
 Grade 3: Used RISE ELA scores -see above

In the year 2020-2021, we saw some of our scores go up and also some decrease. This was disappointing, but we feel this is due to schools still feeling the affects of covid. Our school had a reduced school day throughout the whole school year, virtual learning part of the year, as well as having many students in and out of school for weeks at a time due to illness, lack of parent engagement, and other causes. Our district also adopted a new Math curriculum this year and teachers were expected to learn this curriculum with online virtual training and very little time to prep for it, as well as trying to teach math and other subjects in a two-hour reduced school day. We are hoping the school year 2021-22 with a full school day and in person will produce much better academic results with our students.

Action Steps

close

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

1. We will dis-aggregate last year's ELA and Math data on the RISE testing and ELA data on the Acadience testing to determine which students need interventions to perform on grade level.
2. We will hire qualified aides to help with the interventions groups in ELA and Math.
3. We will purchase research based math interventions to be used during Tier 2 intervention times.
3. We will provide appropriate training on how to prepare and implement the Tier 2 intervention programs.

4. We will track intervention student data biweekly to see if students are making progress. If there are any students not making progress, we will provide an additional level of 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.

Digital Citizenship/Safety Principles Component

close

No

Goal #2

close

State Goal

close

To ensure all students in the Dual Language Immersion program are proficient in French, each grade level will implement at 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 on the AAPPL test in each grade level.

Academic Area

close

- English/Language Arts
- Mathematics
- English/Language Arts
- Science
- Social Studies
- World Languages

Measurements

close

Measurements

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

To increase the AAPPL percentage passing rate, we will disaggregate the data from Fall 2019 AAPPL scores. Using the data we will provide small intervention groups to help students become proficient in the French language.

AAPPL Fall 2019 Scores	Goal for Fall of 2020
Grade 3: 81%	80% or better
Grade 4: 92%	80% or better
Grade 5: 96%	80% or better
Grade 6: 94%	80% or better

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

AAPPL Fall 2019 Scores	AAPPL Fall of 2020 Scores
Grade 3: 81%	80%
Grade 4: 92%	93%

Grade 5: 96%	88%
Grade 6: 94%	95%

In the year 2020-2021, we saw some of our scores go up and also some decrease. This was disappointing, but we feel this is due to schools still feeling the affects of covid. Our school had a reduced school day throughout the whole school year, virtual learning part of the year, as well as having many students in and out of school for weeks at a time due to illness, lack of parent engagement, and other causes. We are hoping the school year 2021-22 with a full school day and in person will produce much better academic results with our students.

Action Steps

[close](#)

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

1. We will disaggregate the Fall 2019 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 share data with teachers and the aides and ensure students who aren't showing proficiency receive additional support in the French language.
4. Meet with the French team monthly to review data from interventions and ensure all students are progressing in the French language.

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.

Digital Citizenship/Safety Principles Component

close

No

Goal #3

close

State Goal

close

To ensure all of our English Language Learners are making progress and performing on grade level, we need an aide to help with ELL interventions and support. With this additional support for our ELL students, our goal is to have a 5% increase on the ELA section of the end of year RISE test.

Academic Area

close

- English/Language Arts
- English/Language Arts

Measurements

close

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 2019 Spring RISE ELA scores to the 2021 spring RISE ELA scores.

2019 ELA RISE Scores	Goal
Grade 3: 54%	59%
Grade 4: 10%	15%
Grade 5: 29%	34%
Grade 6: 25%	30%

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

2019 ELA RISE Scores	2021 ELA Rise Scores
Grade 3: 54%	22%
Grade 4: 10%	45%
Grade 5: 29%	25%
Grade 6: 25%	50%

In the year 2020-2021, we saw some of our scores go up and also some decrease. This was disappointing, but we feel this is due to schools still feeling the affects of covid. Of all of our populations, we saw our ELL population hit the hardest by covid. Our school had a reduced school day throughout the whole school year, virtual learning part of the year, as well as having many students in and out of school for weeks at a time due to illness, lack of parent engagement, and other causes. We are hoping that a full day of school for the 2021-22 academic calendar will produce much better academic results with our students.

Action Steps

close

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

1. We will disaggregate the data for ELL students on the ELA RISE test.
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. 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.

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Software < \$5,000	\$12,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$70,000.00
Total:	\$82,000.00

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If

additional funds are available, how will the council spend the funds to implement the goals in this plan?

If the actual distribution is more than the estimate, then we would use the additional funds to purchase technology to help us implement the research based math intervention program we will purchase in Goal #1.

Publicity

- School newsletter
- School website
- Other: Please explain.

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2020-03-10