

# Final Report 2019-2020 - East School

## Final Report Approved

### Final Report Approval Details

Russ Nielsen

2021-04-14

Phillip Bertoch

2021-04-21

**Submitted By**

**Submit Date**

**Admin Reviewer**

**Admin Review Date**

**LEA Reviewer**

**LEA Approval Date**

**Board Approval Date**

## Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2019 and from the LEA's data entry of the School LAND Trust expenditures in 2019-2020.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
<b>Remaining Funds (Carry-Over to 2020-2021)</b>		<b>-\$3,990</b>
Carry-Over from 2018-2019	\$0	\$4,804
Distribution for 2019-2020	\$54,804	\$54,804
Total Available for Expenditure in 2019-2020	\$54,804	\$55,204
Salaries and Benefits	\$31,300	\$27,057
Contracted Services	\$0	\$2,600
Professional Development	\$4,546	\$1,165
Technology Related Supplies	\$5,724	

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Hardware, etc.	\$18,660	
Software	\$0	\$1,2
General Supplies	\$0	\$27,106
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>		
Total Expenditures	\$60,230	\$59,229

#### Goal #1 close State Goal close

As a school East Elementary will make at least an 8% increase from the fall 2019 BOY (beginning of year) DIBELS benchmark assessment to the spring 2020 EOY (end of year) DIBELS benchmark assessment.

#### Academic Area close

- English/Language Arts
- Educational Technology/Library/Media

#### Measurements close

### Measurements

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

East Elementary will use the DIBELS (BOY), (MOY), and (EOY) benchmark assessments. We will also use DIBELS progress monitoring, district benchmark reading tests, Imagine Learning, and school reading data. We will use the (BOY) DIBELS benchmark assessment as our beginning baseline measurement. We will use the (EOY) DIBELS benchmark assessment as the completed measurement to see if each grade level and as a school we met our goal.

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

#### Action Steps close

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

As a school we will provide targeted specific tier one instruction to every student. Grade level PLC teams will identify the essential core standards in each unit, create engaging lesson plans to teach the standard, and develop common assessments to give the students to see if they understood what was being taught. After an assessment is given PLC teams will then review the data, then use that data to determine if the student needs more instruction on a certain area, provide interventions or extensions specific to each students needs.

We will provide and pay for professional development opportunities for our teachers, aides, and all other support staff to attend workshops, conferences, and trainings to help them learn and stay up to date on the most current and best strategies on how to help students achieve at high levels. We will also provide technical support and trainings to help staff and students be successful and engaged with the use of technology. We will purchase the technology and programs needed to assist teachers in assuring that every student achieves academic growth. Technology is vital in engaging students with hands on interventions and extensions.

As a school we will provide targeted specific tier two instruction to students according to their individual needs. We will hire a technology specialist for one of our computer labs to teach every class at least once a week. This specialist will provide students access to reading interventions or extensions via technology on the computer specific to each students individual need. The classroom teacher during this time will then be able to pull students one at a time to progress monitor them on DIBELS. This specialist will also help administer modules, bench marks, and tests to students. This would be another way to help teachers collect student data to see what areas students are deficient in and still needing help understanding.

We will purchase a chrome book cart for teachers to use in their classrooms to provide students via technology interventions and extensions during tier two instruction time. We will hire an aide to help classroom teachers with students who are not reading on grade level. This aide will recruit volunteers from the community to come in and read with these students one on one. This aide will collect data on these students and meet and share it with the teacher on how well the intervention is working with these students. We will hire interventionist to assist teachers in their classrooms. These interventionists will work under the direction of the classroom teacher or reading coach. They will assist the teacher in working with students on either intervention or extension activities specific to each students needs.

As a school we will provide targeted tier three instruction to students who still need a little extra help mastering a certain concept or skill. Strategies such as additional time and support, going at a slower pace, one on one, creating a different learning environment, student to student mentoring can all have a positive impact on helping a student master a concept or skill. Special Education teachers and aides, Title One aides, and specialized intervention aides will provide our students with tier three instruction.

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

Digital Citizenship/Safety Principles Component close

No

## Goal #2 close

### State Goal close

During the 2019-2020 school year each grade level at East Elementary will make at least a 7% increase in math from the start of school in August 2019 to the end of school in May 2020.

### Academic Area close

- Mathematics
- Educational Technology/Library/Media

### Measurements close

## Measurements

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

East Elementary will use the Math (BOY), (MOY), and (EOY) benchmark assessments. We will also use dreambox learning via technology to help our students achieve growth in math. We will use the (BOY) district math benchmark assessment as our beginning baseline measurement. We will use the (EOY) district math benchmark assessment as the completed measurement to see if each grade level and as a school we met our goal.

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

### Action Steps close

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

As a school we will provide targeted specific tier one math instruction to every student. Grade level PLC teams will identify the essential core standards in each unit, create engaging lesson plans to teach the standard, and develop common assessments to give the students to see if they understood what was being taught. After an assessment is given PLC teams will then review the data, then use that data to determine if the student needs more instruction on a certain area, provide interventions or extensions specific to each students needs.

We will provide and pay for professional development opportunities for our teachers, aides, and all other support staff to attend workshops, conferences, and trainings to help them learn and stay up to date on the most current and best strategies on how to help students achieve at high levels. We will also provide technical support and trainings to help staff and students be successful and engaged with the use of technology. We will purchase the technology and programs needed to assist teachers in assuring that every student achieves academic growth. Technology is vital in engaging students with hands on interventions and extensions.

As a school we will provide targeted specific tier two math instruction to students according to their individual needs. We will hire a technology specialist who will provide students access to math

interventions or extensions via technology on the computer specific to each students individual need. This specialist will also help administer modules, bench marks, and tests to students. This would be another way to help teachers collect student data to see what areas students are deficient in and still needing help understanding.

We will purchase a chrome book cart for teachers to use in their classrooms to provide students via technology interventions and extensions during tier two instruction time. We will hire interventionist to assist teachers in their classrooms. These interventionists will work under the direction of the classroom teacher. They will assist the teacher in providing interventions or extensions according to the data and each students individual needs.

As a school we will provide targeted tier three math instruction to students who still need a little extra help mastering a certain concept or skill. Strategies such as additional time and support, going at a slower pace, one on one, creating a different learning environment, student to student mentoring can all have a positive impact on helping a student master a concept or skill. Special Education teachers and aides, Title One aides, and specialized intervention aides will provide our students with tier three instruction.

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

Digital Citizenship/Safety Principles Component close

No

## Expenditures

Category	Estimated Cost
	Total: \$6
Hardware > \$5,000 and furniture to house trust purchases; book cases, carts for devices	\$1
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$3
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$

## Funding Changes

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

Each goal states we will provide all the technical support and training to help staff and students be successful and engaged by using technology with their students. If we had an increased distribution of funds, we could purchase chrome book or iPad carts for teachers to have in their classrooms for their students to use. If there is not enough funding to purchase full carts we could purchase individual chrome books or iPads for students to use individually or in small groups as they work on interventions or extensions via technology. We could also use extra funds to replace old and worn out technology in classrooms where it is difficult to use at times. We are always in need of more interventionist and an increase in funds would allow us to hire interventionist to assist teachers in helping students with interventions of extensions. Education is moving at a fast pace and it is always great to have funds to send teachers and staff to professional development workshops, trainings, conferences, and institutes. There is so many computer software programs out there to assist teachers in helping students achieve high levels of learning as they use them for interventions and extensions for their students. An increase of funds could help us purchase technology resources to help our students learn via technology for those who understand better using technology as another resource. These are ways we would spend an increased distribution of funds.

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

With the COVID breakout last spring we ordered additional Ipads, Chromebooks, and carts for our students to use who didn't have a device at home. Lots of our students were able to use devices at their homes but lots did not have a device of any kind to go online and do assignments via technology.

## Publicity

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

- School website
- Other: Please explain.

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

Letters to policy makers and/or administrators of trust lands and trust funds.

Other: Please explain.

School assembly

School marquee

School newsletter

School website

Sticker and stamps that identify purchases made with School LAND Trust funds.

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2019-04-03