

Final Report 2019-2020 - Westridge School

Final Report Approved

Final Report Approval Details

Submitted By: Kim Hawkins

Submit Date: 2021-03-29

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Kelsey Hogue

LEA Approval Date: 2021-04-15

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)
Carry-Over from 2018-2019	\$0	\$3,797
Distribution for 2019-2020	\$90,352	\$90,710
Total Available for Expenditure in 2019-2020	\$90,352	\$94,507
Salaries and Benefits	\$78,800	\$55,452.68

Contracted Services	\$11,600	\$0
Professional Development	\$0	\$18.4
General Supplies	\$2,000	\$10,768.88
USBE Administrative Adjustment - Scroll to the bottom to see Comments.		\$0
Total Expenditures	\$92,400	\$66,239.96
Remaining Funds (Carry-Over to 2020-2021)		\$28,267.04

Goal #1

[close](#)

State Goal

[close](#)

Based on our 2017-2018 DIBELS and SAGE scores, Reading should remain a focus at Westridge. We have made progress in overall achievement, but would like to increase overall achievement by 3% as measured on 2019-2020 DIBELS and RISE test data.

Academic Area

[close](#)

- English/Language Arts

Measurements

[close](#)

Measurements

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

We will measure overall achievement in grades K-6 by comparing BOY and EOY DIBELS composite scores during the 2019-2020 school year. We will measure overall achievement in grades 3-6 by comparing 2019 RISE ELA scores with 2020 RISE ELA scores.

We also recognize the reading needs of students coming from special needs preschools and kindergartens. We want to engage those families in preparing for student needs as they enter our school. With this transition meeting, we anticipate students will make at least typical growth in DIBELS during their Kindergarten/1st grade year.

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

The DIBELS Uniform Growth Goal, for the 2019-2020 school year, was 60%. Westridge Elementary met or exceeded the growth goal in every grade level. The data for overall DIBELS growth is as follows (see attached chart for more details):

DIBELS/Acadience Data Beginning of the Year (BOY) to Middle of the Year (MOY)

Action Steps

[close](#)

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

We will hire 4 aides to assist with Differentiated Learning Time. These aides will work with students at the teachers' direction and provide data for the teachers on student progress on specific learning goals at least monthly.

We will also hire a Kindergarten aide to work closely with teachers to assist in early language skill acquisition in Kindergarten classrooms.

We will hold parent-teacher transition meetings in the summer for students coming from special needs kindergartens and preschools that will include the parent, classroom teacher, and special education teacher in developing a plan to anticipate student needs in the coming school year.

Another step to achieve our goal is to reduce poor behavior that results in lost classroom instruction time. If a student isn't in class, they can't learn. We have noticed that many lost hours are due to problems coming from the playground. To counter this we will enter into a contract with Playworks. The administration will collaborate with an onsite Playworks recess expert to train and instruct the playground supervisors and classroom teachers. An onsite coordinator will teach, model, and empower a sustainable recess program for one week each month during the school year. Student leadership will be cultivated through the Junior Coach program. Data will be gathered from our behavior specialist to determine what effect the program is having on our students.

According to John Hattie, parents who are involved in their students' education and have high performance expectations for their students can significantly impact student achievement. To help increase reading proficiency, we will provide a budget for our Parent Engagement Committee (comprised of parents, teachers, administration, social worker, and community partners). The PEC will organize 5 family nights throughout the year, including a reading night.

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

Assistants were hired to help in the Kindergarten classrooms and with Differentiated Learning Time (DLT). Assistants taught research-based intervention programs to our most at-risk students.

Parent-Teacher Transition Meetings were not held during the summer of 2019 due to a change in the school administration. However, the new school administration was aware of the incoming pre-school and kindergarten

Digital Citizenship/Safety Principles Component

close

Yes

Category	Description
Behavioral	Students will learn to interact appropriately on the playground, reducing the conflicts brought to the classroom teacher after recess. By reducing the amount of lost classroom time, we will help students receive more academic instruction. Students will develop leadership through the Junior Coach program, and problem-solving skills through the monthly training provided by the expert coach and reinforced in daily interactions.

Please explain how this component was completed to support the goal.

We entered into a contract with Playworks. An onsite coach was provided by Playworks. The coach spent one week a month at the school teaching the students new games, mentoring the 6th-grade students identified at Junior Coaches, providing Professional Development for teachers and assistants, and collaborating with administration. The Playworks implementation team met with the administration every quarter to discuss goals for the program and to take data on the goals to ensure they were met.

Goal #2

[close](#)

State Goal

[close](#)

2017-2018 SAGE scores indicated a drop in our science and math scores. We have several new teachers at the school who need additional training to focus on the standards and outcomes expected in science and to learn best practices, effective instruction, and planning in math. We wish to increase student science scores by 5% as measured by RISE test data in grades 4-6. We wish to increase our math scores by 3% as measured by RISE test data in grades 3-6.

Academic Area

[close](#)

- Mathematics
- Science

Measurements

[close](#)

Measurements

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

We will measure overall science achievement in grades 4-6 by comparing 2019 RISE Science scores with 2020 RISE Science scores. We will also use teacher SLO data throughout the year to determine growth and effect throughout the year.

We will measure overall math achievement in grades 3-6 by comparing 2019 RISE math scores with 2020 RISE math scores. We will also monitor progress

in all grades by analyzing data from district-required and school developed grade level common assessments throughout the year.

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

The 2018-2019 RISE Math data indicated the following (see attached chart for more details):

- 3rd Grade made progress in 2018 but had an 8.8% drop in 2019
- 4th Grade a 6.5% increase from the previous year
- 5th Grade a 6% decrease from the previous year
- 6th Grade a 6% increase from the previous year

Action Steps

close

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

1. All grade levels will engage in at least 2 lesson studies to refine their abilities to identify evidence of student thinking during lessons as well as engage in highly effective planning and instructional strategies. We will hire substitutes to cover their classes during the lesson studies.
2. We will send 11 4-6 grade teachers, our new school principal, assistant principal, and STEM coordinator to the NSTA STEM Forum in San Francisco, California. Before teachers attend, they will analyze their 2018-2019 class data to determine needed areas of growth for improved student learning and declare one area of focus for the upcoming year. They will attend conference sessions with this growth goal in mind, and upon returning, use this targeted area to form an SLO. When completing an SLO, they will determine assessments to measure growth and understanding throughout the year. Each teacher will engage in coaching cycles with the STEM Coordinator to facilitate implementation and effect on student learning.
3. According to John Hattie, parents who are involved in their students' education and have high performance expectations for their students can significantly impact student achievement. To help increase math and science

proficiency, we will provide a budget for our Parent Engagement Committee (comprised of parents, teachers, administration, social worker, and community partners). The PEC will organize 5 family nights throughout the year, including a STEM and Math night.

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

Due to a new administration, a change in focus, and CoVid-19 school closure, lesson studies were not implemented during the 2019-2020 school year.

The teachers did not attend the STEM Conference in San Francisco due to budgeting issues.

The original plan was to hold five Parent Engagement Family Nights. We held

Digital Citizenship/Safety Principles Component

close

No

Expenditures

Category	Estimated Cost
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$2,000
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$11,600
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$78,800
Total:	\$92,400

Actual Carry-over

In the Financial Proposal and Report, there is a carry - over of \$28267.04 to the 2020 - 2021 school year. This is 31 % of the distribution received in 2019 - 2020 of \$90710. Please describe the reason for a carry-over of more than 10 % of the distribution

Due to the CoVid-19 school closure in March, we could not spend all of the allocated funds, which created a carry-over for the 2020-2021 school.

Funding Changes

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

We will use any increased funds towards goals 1 and/or 2.

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

Additional funds were spent as described in the plan.

Publicity

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

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website
- School marquee

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
7	0	1	2019-04-11

Plan Attachments

Upload Date	Title	Description	Action
2021-03-29	<u>DIBELS/Acadience Composite Data 2019-2020</u>	DIBELS BOY to MOY Data 2019-2020	Delete
2021-03-29	<u>RISE Language Arts Data 2019-2020</u>	RISE Language Arts Data for the 2019-2020 school year	Delete
2021-03-29	<u>RISE Math Data 2019-2020</u>	RISE Math Data for the 2019-2020 school year	Delete
2021-03-	<u>RISE Science Data 2019-2020</u>	RISE Science Data for the 2019-2020 school	Delete

29

year

Comments

Date	Name	Comment
2019-05-23	Paula Plant	Goal #3 is behavioral and is acceptable component of an academic goal. Please rewrite the goal to be student centered with an academic measure or make it a component of another academic goal. Under the law, the goals must be academic but may have behavioral components. The same is true of Goal #4. It could be a component of an academic goal but may not be a stand alone goal. Please rewrite Goal #4. It must be student centered, as opposed to parent centered, and must have an academic measure. Thank you!
2019-05-23	Bonnie Tautkus	Please review Paula Plant's comments and adjust plan accordingly by June 10th. Thank you! Bonnie

BACK