

## 2019-2020 Land Trust Final Report

### **School Goal:**

We had one ambitious goal for the year. We were working to increase our total battery score on RISE testing by at least two points for our 7<sup>th</sup> and 8<sup>th</sup> grade students. The 9<sup>th</sup> graders were excluded from the goal because they were taking the Aspire for the first time, so their scores were going to be used to create a baseline to use for future goal making.

The goal covered the ELA, math, and science portions of RISE testing, and for action steps within the plan, all academic areas are covered because adding extra periods for any teachers/departments will lower class sizes in all areas because we are providing an extra class for students to be distributed into. The measure of whether the goal is achieved will be RISE test results.

### **Action Steps:**

A number of steps were taken to help our students perform better on RISE assessments. First, we provided stipends for teachers to come in over the summer and work on prepping and planning for the school year. Each teacher had the opportunity to come in for nine days. Seven of the days were to be spent prepping for classes, and two days were to be spent working on extension activities to use during intervention time during the school year. The seven days to prep for classes was vital as the school was converting to Performance Based Learning (PBL).

The second step was providing after school tutoring in math. Math was chosen because it's an area where more students seem to struggle, so we wanted to make sure students had access to their teachers for help. The Math Department organized a schedule of before and after school times teachers would be available. Students could go to any teacher who was available for help. Accountability for the hours spent tutoring was done by having students sign-in when they went for tutoring.

An important step in the process was paying for extra periods. Having teachers teach on their prep allows the school to have extra classes being taught during the day. These extra classes allow us to filter kids into more classes each period by increasing the number of seats available for students. Increased seat availability means overall class sizes go down. Therefore, adding an extra art class, for example, can actually help an English class be smaller.

The final two steps in the plan were to provide funding to the library and for general supplies. These two categories were important because in order for students to improve their learning, we needed to provide teachers with tools and supplies. The library is important as well because we need to provide up to date reading materials to encourage students to read. Improving reading impacts learning in all subject areas.

### **Expenditures:**

Costs to implement the Action Steps were anticipated to be roughly \$106,100 to cover stipends, extra periods, tutoring, and the related employee costs. \$5,000 was set aside for the library. No money was

specifically set aside for supplies. It was assumed that if a specific need arose it would have been added in as needed.

The actual expenditures were in line with the anticipated ones. The library spent \$3,800 and had a remaining budget of \$1,239. The employee costs only left a carryover of \$1,238, so we expensed \$104,862 of the anticipated \$106,100.

**Amendments:**

The Community Council voted to make one amendment during the year. We decided to add English and science teachers to the tutoring so students could get help in any of the core content areas. The amendment was passed unanimously and approved by the district.

**Results:**

We don't know if we achieved our goal of increasing our total battery score by two points because students didn't take end of year RISE assessments in the spring. Schools were put on closure in March and end of year testing cancelled due to the coronavirus pandemic hitting the state in the spring.