

Land Trust Final Report 2020-2021

Measurements

The data comparison for analysis of whether we met our stated goals of a 3% increase in proficiency and 5% increase in growth on RISE testing and RI testing is based on 2018-2019 and 2020-2021 end of year data due to the lack of data from the 2019-2020 school year because of the pandemic shutdown. For RISE data, the school met its goal in both English Language Arts and science, but it did not meet the goal in Math. The school improved from 51% proficient in ELA in 18-19 to 54% proficient in 20-21, so it was exactly a 3% increase. Science did very well as they improved from a 54% proficient to 64% proficient for a 10% increase. Math actually dropped from 50% proficient to 48%; however, our Secondary Math I students, jumped from 90% proficient to 98%. The RISE growth goal is not applicable at this point as the lack of testing in 19-20 interfered with the necessary two years in a row testing that is needed to create a Student Growth Goal.

The school's Reading Inventory scores improved from 74% Proficient and above in 2018-2019 to 79% in 2020-2021. This is a 5% increase and meets the stated goal of a 3% increase in proficiency. On the growth side, the school did very well. The stated goal was to improve by 5% and the school improved from 46 points average growth to 73 points average growth. This is an increase of 27 points.

Action Steps

All teachers were given the opportunity to work for four days over the summer to develop their curriculum and lesson plans for their classes. Teachers were all asked to begin incorporating Learning Targets to their lesson plans to make for more specifically identified and stated student learning. Teachers were also asked to incorporate targeted reading opportunities and content related reading strategies into their lesson plans.

Land Trust money was used to pay for 0.5 FTE for a special education teacher at the school. The teacher used the FTE to teach a two-block reading class to the school's special education students. These students are the most at-risk readers in the school and impact the school's data in multiple categories. Helping these students improve in reading is the fundamental step required to help them find pathways to success in their other classes as well.

The plan to purchase Shmoop licenses for all 6th graders so they could use it as a support program in the 6th Grade Success classes was changed due to pandemic factors and the need to get all students support in math. This is discussed more in the Amendment section of the report.

Money was also set aside to pay a stipend for teachers to participate in a curriculum night where we invite our incoming 5th graders to the school to get information about junior high classes, curriculum, and be giving information about how to prepare to be successful in junior high when they make that transition. Due to pandemic restrictions in place in schools, this night was canceled, and the money earmarked for it was reallocated to purchase Smart boards.

With the school's transition to Progress Based Learning (PBL) and the reconfiguration that brought 6th graders to our school, teacher availability for helping students is vital. The plan called for tutoring to be provided by the RISE tested subject teachers. English, math, and science teachers

published tutoring calendars and tutored students before and after school throughout the school year. Teachers are paid hourly for tutoring time.

The Land Trust Plan always sets aside money for the library so new books can be purchased and the library selections can be kept up to date. This was especially important during the reconfiguration year as we had to really evaluate the books in the library and remove 9th grade books while purchasing many new books that are appropriate for 6th graders. Ms. Moody did a good job of using her money and making sure the library is ready and stocked for our 6th-8th grade students.

Another staple of the Land Trust Plan is paying for teachers to teach extra periods. This allows the school to provide greater flexibility for students in scheduling while also reducing overall class sizes for teachers. Reduced class sizes also allows teachers to more easily handle using reading strategies in class and helping students with writing. Olympus Jr. uses a common CER (Claim, Evidence, Restate) model for writing in all content areas.

Amendment

The amendment stated that the school would purchase the math program ALEKS for all students instead of Shmoop for just 6th grade students. The school decided to purchase ALEKS to help identify and fill gaps in learning due to the pandemic shutdown at the end of the 2019-2020 school year and the distance learning and no school Fridays of 2020-2021. The math department worked with students on ALEKS and assigned them work to do in the program. Student participation/use of the program was not great, though. The school tried to incentivize students with sweatshirts and t-shirts for meeting competency goals within the program, and a few students worked to earn these incentives. While the RISE score in math dropped from 50 in 2018-2019 to 48 in 2020-2021, our school's drop was less than what other schools in the district experienced, so we feel that ALEKS helped keep our students more or less on track in math even if it didn't help us excel or improve.

As for the purchase of Smart Boards, the school did purchase and install two boards in classrooms. One of the classrooms previously didn't have a board, and the other classroom's board was beyond its functional years and wasn't working very well.

Carry-over of Funds

Olympus Jr.'s Land Trust Distribution for the 2020-2021 school year was \$106,292.00 and the school is carrying over \$10,726.47 of this money. Schools are not supposed to carry over more than 10% of the allotted money from one year to the next. Olympus Jr. is carrying over slightly more than the 10% allowed; the school was \$92.27 over the 10% threshold. There is no specific reason for the carry over other than that the expected expenses for tutoring that occurs throughout the school year did not total what was accounted for.