

Final Report 2020-2021 - Copper Canyon School

Final Report Approved

Final Report Approval Details

Submitted By:

Patty Bowen

Submit Date:

2022-02-27

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

Nadine Page

LEA Approval Date:

2022-03-01

Board Approval Date:

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)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Carry-Over from 2019-2020	\$0.00	\$0.00	\$7,700.64
Distribution for 2020-2021	\$75,990.00	\$0.00	\$75,990.00
Total Available for Expenditure in 2020-2021	\$75,990.00	\$0.00	\$83,690.64

Remaining Funds (Carry-Over to 2021-2022)			\$1,848.99
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Salaries and Benefits	\$72,000.00	\$0.00	\$72,893.65
Contracted Services	\$2,000.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$5,982.50
Software	\$2,500.00	\$0.00	\$2,965.50
USB Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$76,500.00	\$0.00	\$81,841.65
Remaining Funds (Carry-Over to 2021-2022)			\$1,848.99

Goal #1

close

State Goal

close

To increase overall RISE proficiency in the areas of Language Arts and Math by 3% and DIBELS in grades K-3.

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.

After averaging in the scores from all the grade levels 3-6, we will compare the results from the 2018-19 school year against the results of the 2020-21 school year and expect to see growth of at least 3 %. Baseline will be determined from the results of the 2018-19 RISE test. For DIBELS we will also collect baseline data for overall proficiency at the end of the 2020-21 school year and

compare it against end of year 2018-19 data.

Due to the USBE decision to suspend all state testing for the end of the 2019-20 school year, all 2020-21 testing data will be compared with 2018-19 testing data.

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

Due to the COVID-19 Pandemic and the school soft closure in March 2020, there was no RISE test administered in 2019-20; therefore, no current RISE Language Arts data is available for this report. 2020-21 RISE data is compared with 2018-19 data.

SAGE/RISE Language Arts Student Achievement Scores:
2018-19 Language Arts Student Achievement Score = 40%
2020-21 Language Arts Student Achievement Score = 34%

The COVID-19 pandemic has had a significant impact on student learning and student achievement. Lack of consistent student attendance is one factor that has greatly impacted Copper Canyon. According to USBE, "Due to the impacts of COVID-19, interpret 2021 scores with extreme caution. Comparisons of 2021 scores to previous years or across student groups, schools, and districts are not advised."

There was no increase in student achievement as determined by the SAGE/RISE Language Arts test administered in 2020-21.

Due to the COVID-19 Pandemic and the school soft closure in March 2020, there was no End of Year (EOY) DIBELS assessment administered in 2019-20. We have used the DIBELS Middle of Year (MOY) scores for comparison.

DIBELS Scores:
2019-20 MOY student proficiency = 65%
2020-21 MOY student proficiency = 52%

The COVID-19 pandemic has had a significant impact on student learning and student achievement. Lack of consistent student attendance is one factor that has greatly impacted Copper Canyon.

There was no increase in MOY student proficiency on the DIBELS assessment.

Due to the COVID-19 Pandemic and the school soft closure in March 2020, there was no RISE test administered in 2019-20; therefore, no current RISE Math data is available for this report. 2020-21 RISE data is compared with 2018-19 data.

SAGE/RISE Math Student Proficiency Scores:
2018-19 Math Student Proficiency Score = 42%
2020-21 Math Student Proficiency Score = 28%

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There was no increase in student proficiency as determined by the SAGE/RISE Math test administered in 2020-21.

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

Provide instruction and interventions based on individual student need. Use classroom assistant support as appropriate to support intervention and PLC times and as class size reduction aides. Monitor progress regularly. Use PLC collaboration time to celebrate progress, review data, curriculum and assessments and identify and address specific student needs. Based on data review, provide needed intervention and reteaching opportunities for students. Provide opportunities for students to participate in District sponsored literacy programs.

Land Trust Funds will be used to hire assistants to teach students during Art/Music, Library, PE, and Computer/STEM rotations and as class size reduction aides. Teachers will use this time to pull students for targeted instruction in small group and individual intervention and enrichment learning activities.

One additional computer aide will be hired to facilitate writing and testing in the computer lab.

Up to four high school students will be hired to serve as math tutors for an after school math support program in grades 4, 5, and 6.

All assistants and tutors will work with students to support literacy and math skills and enable teachers to create more opportunities for smaller group instruction.

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

Students were assessed at the beginning of the year to determine current levels of proficiency in literacy and math. Gaps in learning were addressed by intensive solid Core instruction and teacher intervention. Student progress was carefully monitored in PLCs, and instruction/interventions were planned based on continued progress monitoring and the resulting data. Students also participated in the MyLexia literacy program. Lower grades (K-1st) participated in the 95% Reading/Phonics Program.

We used baseline data to inform instruction and plan math interventions based on individual student need. We monitored student progress regularly and used collaboration time to celebrate progress, review data, plan curriculum and assessments, and identify and address specific student needs.

Yes

Category	Description
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Category	Description
Behavioral	As part of our goal for improving math and literacy proficiency, we want to improve school climate by reducing the number of teacher and office referrals related to recess and school safety. We will reduce the time teachers spend addressing unsafe and inappropriate school behaviors, which reduce teaching time and take focus away from academics. Many of these problems occur at recess times. We will hire a recess assistant to provide structured recess activities during lunch each day, which will provide students with safe and enjoyable activities during recess and teach social skills, fairness, and sportsmanship. This addition to our recess activities will increase safety at recess, provide teachers with increased teaching time, and provide students greater access to the curriculum, thus helping us reach our academic reading and math targets. We will also continue with our 7-Habits Student Leadership program to promote leadership opportunities, build positive character traits, and instill a sense of personal responsibility in each student.

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

This component was completed as described.

Goal #2

close

State Goal

close

To increase overall RISE proficiency in the areas of Language Arts and Math by 3% and DIBELS in grades K-3.

Academic Area

close

- English/Language Arts
- Mathematics

Measurements

close

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

This component was completed as described.

Expenditures

Category	Estimated Cost
Software < \$5,000	\$2,500.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$2,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$72,000.00
Total:	\$76,500.00

Funding Changes

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

Any additional funds will be spent to implement the components of Goal 1 by providing: additional assistants; additional professional development opportunities for teachers and staff; additional books, materials, and technology devices; curriculum based assemblies; and additional PD and planning time for teachers. All expenditures will be designed to support reading, writing and math instruction, and provide academic focused leadership training and opportunities for students and teachers.

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

No additional funds exceeding the estimated distribution were spent.

Publicity

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

- School newsletter
- School website

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
8	0	2	2020-04-01

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