

Longview School Final Report 2020-2021

2020 - 2021



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)	Actual Expenditures (entered by the LEA)
Carry-Over from 2019-2020	\$0.00	\$4,944.00
Distribution for 2020-2021	\$65,348.00	\$65,348.00
Total Available for Expenditure in 2020-2021	\$65,348.00	\$70,292.00
Salaries and Benefits	\$46,750.00	\$37,784.00
Contracted Services	\$11,400.00	\$0.00
Software	\$4,000.00	\$2,950.00
General Supplies	\$775.00	\$24,364.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.		\$0.00
Total Expenditures	\$62,925.00	\$65,098.00
Remaining Funds (Carry-Over to 2021-2022)		\$5,194.00

Goal #1

close

State Goal

close

Based upon the significant findings, list the school's most critical need related to student learning: ELA (English Language Arts) District goal for 2022: 64% proficiency in ELA 66% in Math 67% in Science Reduce the Achievement Gap by 11% Each year in each content area 60 MGP Goal established to meet the above listed need: *** Longview will increase its RISE Language Arts Achievement score from 51% proficient in the 2018-2019 school year to 56% proficient for the 2019-2020 school year. *** All grade levels will have 90% of their students scoring Benchmark on the DIBELS Next Reading Assessment (Acadience) by the End of the Year. In order to achieve this outcome, the following grades need to show growth in their composite scores in the following manner: *Kindergarten will increase from 78% at EOY 18-19 benchmark to 90% at EOY 20-21 benchmark; a total of 12% growth for EOY 2020-2021. *First grade will increase from 82% EOY at 18-19 benchmark to 90% at EOY 20-21 benchmark; a total of 8% growth for EOY 2020-2021. *Second grade will increase from 79% at EOY 18-19 benchmark to 90% at EOY 20-21 benchmark; a total of 11% growth for EOY 2020-2021. *Third grade will increase from 87% at EOY 18-19 benchmark to 90% at EOY 20-21 benchmark; a total of 3% growth for EOY 2020-2021. Note: All data was pulled from 2018-2019 RISE Assessment and 2018-2019 EOY DIBELS Data.

Academic Area

close

- English/Language Arts
- English/Language Arts

Measurements

close

Measurements

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

- *2019-2020 RISE Data
- *Acadience Benchmark and Progress monitoring Data
- *District Benchmarks
- *Grade level common formative assessments (CFAs)

Effectiveness of UURC implementations will be done via classroom observations and rubrics along with benchmark and common formative assessment data at each grade level (2nd-6th).

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

The impacts of the covid-19 pandemic had greater consequences academically than originally anticipated. The school dismissal that took place in March 2019 in addition to a variety of learning options (in person, online, hybrid, etc.) that were given to families during the 2020-2021 school year had significant impacts on student attendance, which in turn impacted student growth and learning. The measurement comparisons of pre-covid achievement to post is an invalid comparison. A more valid comparison is in looking at the data from beginning to end of year of the 2020-2021 school year.

Kindergarten began the year with 60% of students at proficient levels and ended with 76% of students at proficient levels.

1st Grade began the year with 51% of students at proficient levels and ended with 57% of students at proficient levels. (this grade level had a HIGH number of students participating in online learning with 20% of students online for more than half of the entire school year.)

2nd grade began the year with 78% of students at proficient levels and ended the year with 60% of students at proficient levels. (this grade level had 30% of the students participating in hybrid learning, attending in person only two days per week, and only 10% of them were completing their online work when they were at home for the hybrid portion of their school week.)

3rd Grade began the year with 71% of students at proficient levels and ended the year with 74% of students at proficient levels. Given the significant foundational skills that these students missed at the end of second grade, any maintaining the proficiency level was a huge

win.

Action Steps

close

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

* Provide Targeted Reading Interventions for students K-6. A master schedule is created that includes Tier II Intervention time built into the schedule 4 days a week (not on early-release Wednesday). School LAND Trust funds will be used to allow teachers work alongside trained paraprofessionals who push into classrooms during this time. Students receive either intervention or extension opportunities. Paraprofessionals also help with reading screeners and other reading assessments in addition to providing 95% Group Interventions (Phonics or PA) and Early Steps/Next Steps.

* Provide PLC time for each grade level team. Teachers will have 30 minutes per week to meet with their grade level team during specialist time. They will use this time to evaluate student and grade level data, develop intervention groups, develop and evaluate CFAs, unpack standards, write Learning Targets, and address specific student concerns/issues.

* Progress Monitoring: Teachers have built into their specialist rotations to Acadience progress monitor students. This data is used by the teacher, the grade level team, and by the principal and Academic Coach to determine whether or not the students are responding to identified and implemented targeted reading interventions. This data allows the team to discuss and modify instruction as needed to facilitate student growth.

* Continued use of Lexia. Grades K-6. Students will be recognized publicly in school-wide rallies for their growth due to Lexia use will continue.

* Professional Development. School LAND Trust funds will be used to provide teachers Professional Development in PLC, Reading/Writing Tier 1 Instruction to build greater capacity allowing them to be more successful in their work as defined by District priorities. This will include:

*A 3 day PLC Institute in Salt Lake City (11/11 to 11/13) for 12 staff members registration and sub costs.

*UURC - Grade 2-6 participation in the University of Utah Reading Clinic 2 yr. professional development which provides 8 - 1/2 day sessions in year 1 targeted at routines & systems for Tier 1 reading instruction, and 6 - 1/2 sessions in yr. 2 targeted at routines & systems for Tier 1

writing instruction. Coaching cycles and feedback following each session is also provided to teachers to help hone practice. These routines build in Learning Targets, Opportunities to Respond (OTRs), and Depth of Knowledge (DOK)

*Kindergarten & 1st Grade Teachers will participate in the UURC's Early Steps/Next Steps certification in order to provide more targeted & differentiated tier 1 instruction for student in foundational reading skills.

* Learning Targets (LTs)/Opportunities to Respond (OTRs)/Depth of Knowledge (DOK): Teachers will continue hone their skills and develop, plan and use LTs, OTRs, & DOK in all classrooms.

* Instructional Coaching. Teachers will work with the Academic Coach in response to teacher request, classroom observations, provisional teacher support, and initiatives presented by MCSD. This work will involve individual teacher planning, coaching cycles, PD, observations, etc. Some ongoing focus areas will include DOK, LTs, student engagement through OTRs, and technology integration in support of learning.

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

Unfortunately, the PLC Institute was cancelled, and teachers were unable to attend this professional development. However, the additional professional development that teachers participated in through the University of Utah Reading Clinic proved instrumental in aiding teachers to provide targeted interventions for students allowing them to better meet student needs within the parameters of student proximity and grouping due to the pandemic, teachers and para educators were not able to group students for interventions and extensions how we traditionally have which is more effective. These things coupled with consistent progress monitoring allowed for teachers to plan and provided more targeted supports for students.

Digital Citizenship/Safety Principles Component

close

No

Goal #2

close

State Goal

close

Based upon the significant findings, list the school's most critical need related to student learning: Math District goal for 2022: 64% proficiency in ELA 66% in Math 67% in Science Reduce the Achievement Gap by 11% Each year in each content area 60 MGP Goal established to meet the above listed need: *** Longview will increase its RISE Math Achievement score from 51.7% proficient in the 2018-2019 school year to 57% proficient for the 2019-2020 school year. Note: Data was pulled from 2018-2019 RISE Assessment

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.

*** Longview will increase its RISE Math Achievement score from 51.7% proficient in the 2018-2019 school year to 57% proficient for the 2019-2020 school year.

Note: Data was pulled from 2018-2019 RISE Assessment

2019-2020 RISE Data

District Math Benchmarks (quarterly)

Grade level common formative assessments (CFAs)

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

Due to the covid-19 pandemic and impacts of the March 2019 school dismissal in addition to the various learning options provided to families during the 2020-2021 school year it is invalid data to compare the proficiency levels of students on end of year assessments for the 2020-2021 school year to the pre-pandemic school years. Because beginning of year data is not collected in the same way we do not have growth data specific for the 2020-2021 school year, but can compare Longview proficiency data to the district and state proficiency data.

RISE Math Achievement Scores show that Longview had a proficiency rate of 41%, whereas Murray School district had a proficiency rate of 36.8%, and the state of Utah has a proficiency rate of 39% in grades 3-6.

Action Steps

close

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

*Provide Targeted Math Interventions for students 3-6. A master schedule is created that includes Tier II Intervention time built into the schedule 4 days a week (not on early-release Wednesday). School LAND Trust funds will be used to allow teachers to work alongside trained paraprofessionals who support during this time. Students receive either intervention or extension opportunities. Paraprofessionals also help in administering and collecting progress data towards the identified skills.

*Provide PLC time for each grade level team. Teachers will have 30 minutes per week to meet with their grade level team during specialist time. They will use this time to evaluate student and grade level data, develop intervention groups, develop and evaluate CFAs, unpack standards, write Learning Targets, and address specific student concerns/issues.

*Professional Development. School LAND Trust funds will be used to provide teachers Professional Development in PLCs to build greater capacity allowing them to be more successful in their work as defined by District priorities. This will include:

*A 3 day PLC Institute in Salt Lake City (11/11 to 11/13) for 12 staff members registration and sub costs.

*School LAND Trust funds will be used to purchase of Math Software. Students in grades 2-6

will utilize ReflexMath to continue growth in fact fluency, while students in grades K-3 will have access to Brain Pop Jr. Additional licenses in these programs will be purchased to help K-6 students who need either Tier 2 intervention support or additional enrichment opportunities. Teachers will have access to the Digital Suite for Eureka.

*Continued use of Zearn and Prodigy. Grades K-6.

*Learning Targets (LTs)/Opportunities to Respond (OTRs)/Depth of Knowledge (DOK): Teachers will continue hone their skills and develop, plan and use LTs, OTRs, & DOK in all classrooms.

*Instructional Coaching. Teachers will work with the Academic Coach in response to teacher request, classroom observations, provisional teacher support, and initiatives presented by MCSD. This work will involve individual teacher planning, coaching cycles, PD, observations, etc. Some ongoing focus areas will include DOK, LTs, student engagement through OTRs, and technology integration in support of learning.

*Continued use of Eureka (Engage NY) Math Curriculum. All teachers utilized most portions of this curriculum in the 2019-2020 school year. The district is moving towards a more official 'adoption' of this curriculum. Ongoing support for this program will be provided. This program targets identified essential skills, spirals and incorporates best practices in mathematics and meta cognition.

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

Teacher teams were unable to attend the PLC Institute because it was cancelled due to the pandemic. However, the use of ReflexMath, BrainPop, Eureka, Zearn and Prodigy aided teachers in being able to help fill holes students had along with improve their math fluency. These programs proved to be instrumental as well in supporting both teachers and students in providing instruction to all students no matter their selected learning option (in person, online, or hybrid).

Additionally, being able to provide targeted interventions and extension to students attending in all learning options greatly helped in keeping students moving in an upward trajectory of achievement.

Goal #3

close

State Goal

close

Longview's Google Incident Form and Aspire Behavior data for the 2019-2020 school year at this point (August,2019 to the beginning of March, 2020) show that we currently have over 278 documented incidents of documented behavior infractions. 90 are major infractions. 102 are moderate infractions and 86 are minor infractions. These numbers do NOT account for students on daily behavioral contracts or on a LEVEL System. The vast majority of these infractions, per our Google form data, indicate that the majority of the behaviors occur during recess and then spill over into classroom instructional time. Goal established to meet the above listed need: Our goal is to decrease our number of incident referrals by 25% and increase instructional time by implementing the Playworks program at Longview; continue to implement Restorative Practices to help reduce repeat offenses by 20%.

Academic Area

close

- English/Language Arts
- Mathematics
- English/Language Arts
- Educational Technology/Library/Media
- Science
- Fine Arts
- Social Studies
- Health

Measurements

close

Measurements

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

Bi-monthly review of incidents & office referrals using both Incident Form and Aspire reporting data.

Monthly collection of family intervention, student intervention, and other outreach and intervention data collected by Student Advocate.

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

The decrease in student behaviors during the 2020-2021 school year were dramatic. The team is not sure it can all be tied directly to the steps within plan, but also feel that many of the protocols in place due to the covid-19 pandemic should be greatly attributed to the decrease.

The number of incidents went from 278 to 120, with the moderate incidents going from 102 to 40, and minor incidents from 86 to 80.

We were also able to connect 30% more families with needed resources and interventions.

Action Steps

close

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

*Hire a Student Advocate (28 hours per week): This individual will provide additional support to students and parents to promote behavioral and academic success at school. Advocates work with Tier II and Tier III identified students and families.

*The advocate will help to establish and follow up on student goals as well as help to

establish positive working relationships with parent(s) and student(s). The advocate will assist with attendance and behavior/in class tracking, teaching critical resiliency skills, and accessing community resources to promote academic achievement and success at school. This person will also help with outreach to parent(s). This person works most closely with the principal and will meet weekly with the principal and serve as a member of the School Support Team.

*School Support Team: Weekly meetings to monitor the progress of our Tier 2 and Tier 3 behavior interventions and discuss next steps for students who are struggling to meet the school-wide/classroom behavior expectations. (MTSS)

*Parent meetings and home visits will be conducted as needed. Team will discuss students of concern and possible solutions. Progress with interventions will be monitored.

*Implement Playworks Program at Longview: Playworks Coach to provide healthy play routines and problem solving structures for students.

*Playworks coach provides instruction to students during recess and during PE specials or other classroom opportunities. Playworks coach will also train the Junior Coaches. Junior Coaches support lower grade students in exhibiting healthy play routines. Junior coaches also provides upper grade students (5th and 6th graders) with leadership opportunities. Teachers will implement Playworks strategies for conflict resolution in their classrooms as well as during grade level specific recess periods.

*Incorporate Playworks PD and Strategies into Faculty Meetings. Teachers will be introduced to and able to practice these strategies prior to using them in their classrooms, on the playing fields, and during grade-level specific recess periods.

*Continue to utilize Hopeful Beginnings (counseling services) for students in crisis. Social worker will continue to work with classroom teachers and parents to gather data and to provide information regarding the available counseling services available through Hopeful Beginnings.

*School support team will discuss students who struggle or continue to struggle with school-wide and classroom behavior expectations. They will also discuss students in crisis. Social worker will serve as the liaison between the team and the parents.

*Continue the use of tokens as student incentives for positive behaviors. Students will be able to use these tokens to purchase experiences at the monthly School Store as well as an opportunity to 'purchase' YES Day special events.

*Students will be introduced to behavior expectations at the beginning of the year and have reminders of these expectations throughout the year. Teachers will indicate what types of behaviors can earn tokens and then reinforce those behaviors throughout the year.

*Implement Lynx Rallies. These will serve to honor students who demonstrate exemplary character or academic achievement and help build a sense of school unity. At each rally a character lesson will be taught and/or reinforced.

*Teachers will nominate a student from their classrooms who exhibit strength in the focus area for each rally. Certificates of honor will be created by office personnel and parents will be notified that a child is receiving an award. Principal will present the honor and nomination at the rallies. Social worker and/or Student Council will teach/reinforce the character lesson at the Lynx Rallies.

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

The increased use in tokens and allowing students to use them for YES day was motivational for students, as we saw an increase in the number of students who chose to bank and save their tokens rather than spend them a monthly celebrations.

We were unable to implement the rallies during the 2020-2021 school year due to the pandemic. Students were honored in other ways, but in ways that seemed to be less meaningful or motivating for students.

The more meaningful organization of our school support team helped us to better identify students and provide necessary and more targeted supports earlier, thus reducing student frustration and escalation.

Digital Citizenship/Safety Principles Component

close

Yes

Category	Description
Behavioral	This is a behavioral goal that is interwoven into all aspects of academics and also our MTSS process and systems.

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

The more meaningful organization of our school support team helped us to better identify students and provide necessary and more targeted supports earlier, thus reducing student frustration and escalation. In addition to the use of our student advocate in helping to connect

families to the necessary resources meant that more students were having all of their basic needs (not just academic needs) met more effectively and timely.

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Software < \$5,000	\$4,000.00
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)	\$775.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$11,400.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$46,750.00
Total:	\$62,925.00

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

Any additional funds will be used to increase the number para educators, and the length of the school year they can work in order to support both the ELA and Mathematics intervention/extension model.

Publicity

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
10	0	1	2020-03-09

Plan Attachments

Upload Date	Title	Description
2022-02-12	<u>2020-2021 Longview Amendment</u>	This is the amendment that was submitted and approved in April/May of the 2020-2021 school year.