

Final Report 2019-2020 - Thomas Edison - North

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)	
Remaining Funds (Carry-Over to 2020-2021)			\$0
Carry-Over from 2018-2019	\$0	\$0	
Distribution for 2019-2020	\$60,900	\$62,541	
Total Available for Expenditure in 2019-2020	\$60,900	\$62,541	
Salaries and Benefits	\$20,000	\$0	
Contracted Services	\$15,000	\$8,795.15	
Hardware, etc.	\$18,400	\$53,143.84	
Software	\$7,500	\$0	
General Supplies	\$0	\$602.01	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.		\$0	
Total Expenditures	\$60,900	\$62,541	

Goal #1 State Goal

Thomas Edison North has a goal to increase the 6th, 7th and 8th grade proficiency on the end of year SRI (Scholastic Reading Inventory) test by 5% by purchasing licenses for IXL and vocab.com programs to be used in FY 20.

Academic Area

- English/Language Arts
- English/Language Arts
- Educational Technology/Library/Media

Measurements

Measurements

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

We will use the end-of-level SRI data to determine progress made towards student proficiency. We plan to see an increase of 5% or more in grades 6, 7 and 8.

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

Due to the pandemic, we were unable to obtain end of year scores on the SRI test. We were however, able to obtain some beginning of year and middle of year scores. We can report that our 6th graders were 61% proficient in the fall, and 68% proficient in the winter. When we compare those scores to the winter of 18-19, they were at the same proficiency rate of 68% at that time. The 7th graders were 65% proficient in the fall, also 65% proficient in the winter. The year prior (18-19) we had a proficiency rate in the winter of 63%, so there was an increase when we compared those two measures. The eighth graders started the year with 60% proficiency. Due to an unexpected error, we lost the winter proficiency scores. When we look back at our 18-19 beginning of year data, those 8th graders came in with a 66% proficiency rate in the fall, so while we don't have growth data for this group, the lower proficiency score in the fall testifies to the need that these 8th graders had in reading, and we felt that this was money well spent.

Action Steps

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

In order to improve student learning, students must be engaged in curriculum that meets state standards. Whereas student learning is enhanced by regular, specific feedback, IXL and vocab.com will be implemented to expose students to individualized growth and proficiency information. Enhancing curriculum through targeted exposure to research based, on-line resources will provide students the feedback they need to more accurately identify areas of proficiency and areas of concern. LAND Trust funds will be used to purchase classroom sets of licenses allowing students to complete individualized tasks throughout the year. The licenses will enhance access to computer technology, familiarize students with curricular standards, and provide immediate, individualized feedback for growth towards proficiency.

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

We were able to follow the action plan as outlined above and purchase subscriptions for programs like IXL and vocab.com for our students.

Digital Citizenship/Safety Principles Component

No

Goal #2
State Goal

Thomas Edison North has a goal for the students to show greater than one year's growth in the area of spelling during FY 20. The average score on the Morrison McCall Spelling test will increase (from beginning of year to end of year) ensuring that all students make one year's growth in one year's time. To do this all students will be taught the Spalding Method (Multi-sensory Instructional Language Arts (MILA)).

Academic Area

- English/Language Arts
- English/Language Arts

Measurements

Measurements

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

Thomas Edison Charter School North will test students monthly by using the Morrison/McCall Spelling Scale, scored in grade-level equivalency.

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

In 19-20 Thomas Edison Charter school North students were able to improve their average spelling score from a 4.1 grade level in the fall, to a 5.2 grade level in January which was our last obtained measurement, due to the pandemic. We are pleased to see this level of growth despite the lack of end of year data for this measure.

Action Steps

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

Funds will be focused on staff development to ensure they are adequately trained to deliver the Spalding program effectively to students. First year staff members are funded by School LAND Trust moneys to take the official Spalding 1 course taught by Spalding certified trainers. This course will be taught during the summer of 2019 for which teachers will receive a stipend for successful completion. Full and part-time second year teachers in elementary and middle school teachers who instruct students in English, science, history, and literature will take the Spalding 2 course to complete their training. Further training is provided for elementary and middle school teachers involved in the writing process after successful completion of Spalding 1 and 2 courses. Teachers are invited to complete a Spalding course a second time to reinforce their skills.

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

The action plan was implemented as outlined in the initial report. Staff development was provided for the staff to enhance the reading and writing components of classroom instruction. We were able to offer the Reading Foundations course (formerly called MILA 1) and Effective Strategies for Reading and Writing (formerly called MILA 2) in

June of 2020. Special caution was taken to ensure that staff members were socially distanced, and masks were worn at all times to decrease the risk of Covid-19 for all participants.

Digital Citizenship/Safety Principles Component

No

Goal #3 State Goal

Thomas Edison Charter School North has a goal to increase the end of year proficiency on 4th, 5th and 6th grade RISE science scores to 60% or higher in FY 20.

Academic Area

- Science

Measurements

Measurements

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

We will use the end-of-level RISE proficiency scores to determine growth in grades 4 - 6. We plan to see these scores at 60% or higher.

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

Due to the pandemic, we do not have our end of year RISE proficiency scores to analyze. We were able to administer the RISE Interim test in the middle of the year, and we have data for Math and ELA, but not Science (because there is no Interim test for Science). I was able to speak with our middle school science teacher and she expressed that the supplies that were purchased with LAND trust funds have always enhanced her lessons. They provide hands on experiences that help students to explore the concepts and that leads to deeper understanding.

Action Steps

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

In order to improve in RISE and end-of-level testing, students need to have access to the proper equipment to do the science labs. Providing sufficient equipment will provide students the experiences they need to more fully understand the scientific principles. LAND Trust funds will be used to purchase classroom science supplies that can be used in labs and experiments allowing students to become familiarized with concepts they will see on the RISE test.

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

The action plan was implemented as outlined in the initial report. Equipment was purchased and utilized by our students in the 4th, 5th and 6th grade science classes.

Digital Citizenship/Safety Principles Component

No

**Goal #4
State Goal**

Thomas Edison Charter School North has a goal to increase the average SRI score for all students combined by 130 points from the beginning of year test to the end of year test.

Academic Area

- English/Language Arts
- Mathematics
- English/Language Arts

Measurements

Measurements

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

We will use the beginning of year and end of year SRI scores determine progress made towards student proficiency. We plan to see an overall increase of 130 points (as an average) from the beginning of the year to the end of the year.

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

Due to the pandemic, we were not able to administer the end of year SRI test. We were however, able to get a middle of year measurement for most grades (8th grade excluded due to a user error). We saw our average score go from 824 in the fall to 829 in the winter from the beginning of the year to the middle of the year. However, due to our 8th grade data loss, none of the 8th grade scores are averaged in, and those are usually the highest scores. We feel comfortable saying that there was growth, but we were unable to measure it as we originally intended.

Action Steps

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

In order to help students who have not yet reached adequate proficiency levels, we will provide an MTSS aide to work with students to identify current levels of achievement, analyze data, pinpoint skill deficiencies and implement individualized instructional practices tailored to their needs. Whereas student learning is enhanced by regular, specific feedback, an aide will be implemented to expose students to specific, individualized information. LAND Trust funds will be used to employ an aide who can assist these students daily as part of their regular schedule.

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

We were able to follow the action plan as outlined above and employ an MTSS aide to assist our students school-wide.

Digital Citizenship/Safety Principles Component

No

**Goal #5
State Goal**

Thomas Edison Charter School North has a goal to increase by 5% the percentage of students who are proficient in ELA on the RISE test (at the end of year assessment) in all grades.

Academic Area

- English/Language Arts
- English/Language Arts
- Educational Technology/Library/Media
- Science

Measurements

Measurements

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

We will use the end-of-level RISE data to determine progress made towards student proficiency. We plan to see this increase by 5% in FY20.

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

Due to not having end of year RISE data, we are unable to measure this sufficiently. We have seen growth in our SRI scores from an average fall score of 824, to an average winter score of 829, and though that gain seems small, we aren't sure of its reliability due to a loss of 8th grade data during that mid-year period.

Action Steps

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

In order to improve in RISE and end-of-level testing, students need to have access to the technology that RISE uses. Enhancing technology and access to technological devices will provide students the familiarity they need to more accurately show their capabilities. LAND Trust funds will be used to purchase classroom sets of devices allowing students to complete interim and benchmark tests throughout the year. The mobile labs will also provide grades K-2 with access to computer technology, allowing them to become familiar with keyboarding skills before they begin RISE testing in 3rd grade.

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

The action plan was implemented as outlined in the initial report. We used LAND trust funds to purchase devices for students to complete the interim and benchmark tests throughout the year. In hindsight, we were very grateful that this was one of the goals we choose to focus on. Purchasing this equipment likely did assist us in reaching higher proficiency levels, but having this equipment was invaluable to keeping our students learning last spring. We were able to check out Chromebooks to students who didn't have access to computers at home, and that allowed their learning to continue when schools were online. We feel this was a very wise use of LAND trust funds. Parents, teachers and students alike have been grateful for the equipment we have due to this goal.

Digital Citizenship/Safety Principles Component

No

Expenditures

Category	Estimated Cost
Total:	\$60,900
Equipment (Computer Hardware, Instruments, Furniture)	\$18,400
Software < \$5,000	\$7,500
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$15,000
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$20,000

Funding Changes

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

All additional funds will be used to purchase additional technology (Goal #5) for school use.

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

We used additional funds to purchase software license for our students to use (ixl.com, vocab.com, etc.)

Publicity

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

- 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.

Policy Makers

Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.

State Leaders

U.S. Senators

U.S. Representatives

State Senators

State Representative

State School Board

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	2	2019-01-23

Need to add an attachment?

You may add documents here that support the text description in the Measurement section of each goal. [ADD AN ATTACHMENT](#)

Submit Comments Below:

Review before Submitting

Please review before submitting. There will be no review page. Once submitted the report may only be revised through the review process by the LEA or Charter Authorizer. Once the review is complete, the report may not be edited.

☒ This form is ready for display on the public website. Spelling and grammar are correct. Student names and individual data are not included.