

eSchool SIP Final Report 2018-19

Goal 1: eSchool students enrolled in intervention programs will increase reading fluency and comprehension scores by one year's growth over one year's time.

Measurements:

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

BOY DIBELS and initial iReady diagnostic as the baseline measurements (Aug-Sept 2018).
EOY DIBELS and summative iReady as post measurements (Apr-May 2019).

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

Students who are at or above benchmark in DIBELS:

	BOY	EOY
1st grade	49%	66%
2nd grade	65%	57%
3rd grade	74%	76%

Tier 1 Students in iReady Reading

	Initial	vs	Final
1st	71%		72%
2nd	54%		68%
3rd	68%		70%

Through both measurements students in grades 1 and 3 improved one year's growth in one year's time by having the same or better percentage of students on grade level at the end as was at the beginning. Second grade is unclear given that each assessment provided a different response.

Action Plan Steps:

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

1. Students in grades 1-3 will take BOY DIBELS and everyone will take pre-diagnostic.
2. Use MindPlay reading system. Students below grade level will be required to participate; those on grade level may participate if desired.
3. Employ 2 or 3 special education aides to work individually with students.
4. Employ elementary teacher who teaches reading skills and administers DIBELS assessment.
5. Students take EOY DIBELS and post-assessment.

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

1. Students in grades 1-3 took BOY DIBELS and iReady diagnostic.
2. Students used iReady, IXL, Lexia, and MobyMax to improve their reading skills
3. We had two special education aides work individually with students.
4. One of our elementary teachers taught reading skills and administered the DIBELS assessments.

5. Students took the EOY DIBELS and iReady post-assessment.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$125,000	\$34,719	
Salaries and Employee Benefits (100 and 200)	Two special education aides and a full-time teacher.	\$90,000	\$7,644	Two aides: \$7644 (We neglected to charge one of our elementary teachers to the Trustlands funds budget)
Software (670)	MindPlay program	\$35,000	\$27,075	iReady subscription for one year (\$27,075). We struggled to communicate with MindPlay and determined that we had enough reading support programs for our students to enroll in, so we didn't purchase it.

Goal 2: Teachers of record will contact all students who test above grade level on initial iReady diagnostic or who complete a course early to offer the next course in the same subject area at no cost to the student.

Measurements:

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

The baseline is zero. In the past, teachers have not contacted students about this. This year we'll track the number of students that qualify for accelerated opportunities and the number we contact.

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

Our internal eSchool teachers sent out information about accelerated courses. We told our third party providers about the option, but we didn't track their dissemination of information. We only had three additional course requests.

Action Plan Steps:

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

1. After initial iReady diagnostic, teachers of record will make a list of students who scored above grade level in math and language arts.
2. Teachers will contact the students on their list.

- 3. Mentors and teachers will contact students upon completion of a course.
- 4. Sign up students for additional courses, which are paid for by eSchool.

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

Students took initial iReady or Study Island diagnostic. We told our teachers and our third party providers about our plan to cover cost of additional courses from students. We did not track whether or not teachers reached out to students. Only three additional courses were requested and paid for.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$5,000	\$300	
Textbooks (Online Curriculum or Subscriptions) (642)	Courses for students who are ahead or finish early.	\$5,000	\$300	Three additional courses for accelerated students.

Goal 3: 10% of student population will participate in an online learning tool or STEM activity (e.g. MindPlay, Moby Max).

Measurements:

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

The number of students who participate in an online learning tool or STEM activity as counted at the end of each semester.

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

Eight students signed up to participate in our first STEM fair. Only two completed projects and presented.

We used the month of April to count students in online learning programs:

125 students used iReady. 25 used MobyMax. 6 used IXL.

Total: 158 students participated.

158/2433 total students=6.5% of students participated

Action Plan Steps:

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

- 1. Our STEM coordinator will contact parents regarding online tools and STEM activities. S/he will also create teaching opportunities via video or before a field trip and organize and host a STEM fair.

2. Admission for STEM activities/field trips will be covered by school. As will supplies for the STEM fair.

3. Teachers and mentors will contact families regarding online tools available to them. New tools may include online coding programs.

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

We used the STEM coordinator from a nearby elementary school to help us prepare and host a STEM fair. He held a webinar to show families how to plan and execute a STEM fair project. The STEM fair didn't end up costing anything.

Teachers and mentors emailed families about the online tools available to them. They enrolled those who were interested and students who needed extra practice/support.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$15,000	\$0	
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Admission to STEM field trips.	\$5,000	\$0	We hosted two STEM field trips (planetarium, aquarium), but did not pay for them with Trustlands funds.
General Supplies (610)	STEM fair supplies or presentation resources	\$5,000	\$0	We planned on paying our STEM coordinator a stipend, but he got paid another way.
Textbooks (Online Curriculum or Subscriptions) (642)	Online STEM resources, coding programs, etc.	\$5,000	\$0	We didn't purchase any online STEM resources.

Goal 4: Increase by 10% the percentage of students on-track for their curriculum progress goals.

Measurements:

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

Students on track at end of Term 4 of the 2017-2018 school year will be the baseline. Students on track at the end of Term 4 of the 2018-2019 school year will be the post measurement.

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

We measured student progress at the end of Semester 1 (January 2019). 92.5% of students were on track.

Action Plan Steps:

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

1. 'On-track' progress is determined by eSchool administration depending on the type of curriculum the student is enrolled in.
2. Mentors and teachers at each program within eSchool will track student progress and contact students who are on track at the end of 1st and 3rd terms.
3. Students who are on track may choose from limited scope of books via Amazon.

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

1. On-track progress was spelled out for each provider or type of curriculum.
2. We decided to wait until the end of Term 2 because a lot of students had only been enrolled for a month by the end of Term 1.
3. 92.5% of eSchool students were on track.
4. eSchool staff emailed all the students who were on track with a booklist to choose from. Only 178 out of 2000 responded.
5. We ordered and then shipped out the books. Because it took so long for the orders to come in, get organized, packaged separately, and mailed individually at the post office, we only did the one round of incentives.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$60,000	\$2,833	
Library Books (644)	Books for students via Amazon	\$60,000	\$2,833	Books for students via Amazon plus the shipping to get the books to the students.

Goal 5: Hold 3-4 professional development events (in person or via webinar) at which 80% of participants feel it was worthwhile.

Measurements:

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

The average of all scores from an exit survey after each professional development event using a scale of 1-5, with 5 being the highest. The survey asks each participant how worthwhile the event was to them.

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

We held events, but didn't send out surveys.

Action Plan Steps:

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

1. Send survey to teachers and learning coaches to determine topics for professional development events.
2. Use Provo City School District coaches to put on 3-4 professional development events throughout the year.
3. Provide books for book study and/or hire an expert to give a webinar.
4. Give participants exit survey after each event.

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

We sent a survey to teachers and learning coaches about topics for professional development events. Based on that data we held three events on DYAD reading, internet safety and digital citizenship.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$22,000	\$0	
Salaries and Employee Benefits (100 and 200)	Four professional development events put on by PCSD instructional coaches	\$10,000	\$0	One event was put on by a state employee and two were by a community council member who is also a professor. None of the events cost anything.
Professional and Technical Services (300)	Expert coming in to host professional development session	\$8,000	\$0	We only used local people.
Textbooks (641)	Books or supplies for participants in professional development event.	\$4,000	\$0	All events were online with digital resources.