

Final Report 2016-17

Goal #1: Reading

We realize that the students did not show the growth that we had expected. To prevent this measure from happening again, we have restructured the reading aides to push into the classrooms. We are allowing 40 minutes a day Monday through Thursday to provide time for teachers to analyze data. Trust lands money will be used to hire 2 certified teachers to teach specialized classes in Art and Music.

In addition, we have structure our schedule to provide fifteen minutes more each day for instructional time, which equals to one hour per week of increased instructional time.

We have identified Tier I instruction needs to be strengthen and are meet as a faculty once a month for professional development with a book study, Visible Learning for Literacy by John Hattie.

Measurements

This table shows the growth of students.

Test	2015-16 %	2016-17 %	Difference
LA/SAGE	39%	35%	-4%
DIBELS	BOY 16-17 32%	EOY 16-17 45%	+13%
Fountis /Pinnell	BOY 16-17 40%	EOY 16-17 59%	+19%

Explanation of Action Plan Implementation:

School Land Trust money was used to provide Tier 2 interventions in reading through the use of 6 trained reading aides who worked with students four days a week in grades, K-6. The aides used two programs iReady and MySidewalks.

Targeted students received instruction that included word wall, vocabulary, comprehension, and fluency. Once a month the lead reading aide collaborated with grade level teachers during PLC time. Student progress was discussed as well as adjustments made to meet individual student needs.

Additionally, a reading intervention aide was hired for kindergarten to work with identified students. The aide worked with individuals and in small groups to provide the needed interventions. Land Trust funds were used to pay the salary of this assistant.

Goal #2 Math

Action Plan Steps:

Two math aides will be hired to assist teachers in providing targeted interventions Math. These interventions will be provided four days a week during each grade levels re-teach/enrich time. On Fridays, these aides will take teachers classes for forty-five minute blocks in order to provide collaboration time for each grade level team and the special education team. Provided activities will vary by grade level. A 12 hours kindergarten aide will be hired to provide additional intervention support in the areas of math and literacy.

Measurements:

Using Jordan School District math benchmark assessment with each grade level demonstrating growth.

Grade	Pretest	Posttest	Growth
K	68	94	26
1	38	86	48
2	39	73	38
3	39	75	41
4	26	81	55
5	22	80	56
6	28	76	48
School	35	81	45

Explanation of Action Plan Implementation:

After analyzing the data we are pleased that we maintained scores. However, we did not show the 10% growth that we anticipated. To help to increase our percent we are structuring the math aides to push into the classroom. The teachers will be \ targeting instruction, using the data analysis provided to the teachers 40 minutes each day Monday through Thursday..

ITEM B - In the Financial Proposal and Report, there is a carry-over of \$6541, which is 15%, for the 2016-2017 school year. The carry-over funding provided professional development for educators during the summer to improve Tier 1 instruction.

ITEM C - The school plan describes how additional funds exceeding the estimated distribution would be spent. Terra Linda utilized the additional funding to purchase technology equipment.