

# **2018-19 Final Report**

## **Goal #1: Reading/Writing**

We realize that the students showed adequate growth but were not as proficient as 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 and to concentrate on Tuesday of every week just on Language Arts PLC. Trust lands money will be used to hire 1 certified teacher to teach a specialized classes in P.E.

In addition, we have structured our schedule to provide fifteen minutes more each day for instructional time, which equals to one hour per week of increased instructional time and included a 30-minute RTI reading time with an additional 30-minute writing time.

We have identified Tier I instruction needs to be strengthened and meet as a faculty once a quarter to share Impact Cycle Results implementing our Visible Learning Strategies. Although the teachers understand Impact Cycles, we are bringing in an Impact Teams training to help build teacher clarity of the standards, learning intentions and success criteria. In addition, we have added DIBELS for our 4-6 grade students to track more comprehensive data.

### **Measurements**

This table shows the growth of students.

Test	2017-18 %	2018-19 %	Difference
LA/SAGE	30%		
DIBELS	BOY 2018-19 45%	EOY	
	BOY 18-19	EOY 18-19	

**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 in Math. These interventions will be provided four days a week during each grade level's re-teach/enrich time. A 12-hour 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	56	75	19
1	38	78	40
2	39	72	34
3	39	74	36
4	26	84	58
5	29	66	37
6	28	78	50
School	36	81	34%

### **Explanation of Action Plan Implementation:**

After analyzing the data we are pleased to report that we maintained scores. However, we did not show the 10% growth that we anticipated. To help to increase our growth percentage, 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.