

# 2019-20 Terra Linda SCC Final Report

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

We identified Tier I instruction needing to be strengthened. We hired international author and instructional coach Barbara Pitchford from the Core Collaborative to come into our school every six weeks. She coached our first and fourth grades in writing as well as our leadership team to implement better informational writing strategies. As a faculty once a quarter we shared Impact Cycle Results implementing our Visible Learning Strategies. Although the teachers understood Impact Cycles, Impact Teams training helped build teacher clarity of the standards, learning intentions and success criteria. We were seeing great results in our common formative assessments and Tier one instruction through March of 2020. The students were becoming better writers as a result of the targeted clarity of instruction.

## **Measurement-**

We were looking forward to the results of RISE at the end of last year when we had the school closure. Preliminary common formative assessment and impact cycle results were showing an improved writing and our prediction of the RISE test for 2019-20 were that we would have shown 30% growth in writing based on the data from our success criteria. However, with the school closure we did not get those results to show if we met our mark.

## **Explanation of Action Plan Implementation-**

\$16,957.50 School Land Trust Money was used to provide targeted coaching by Barbara Pitchford for the leadership, first and fourth grades teams on tier one writing. We had planned to have two additional coaching sessions but did not get the opportunity with the closure.

\$9294 was used to target students receiving 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, \$9294 was used to hire a reading intervention aide 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**

Teachers identified essential standards students needed to master in order to be successful at grade level and prepare for the next year. Students progressed towards these standards with bi-monthly tracking.

All students received strong, differentiated instruction in Math.

Students were given initial assessments, the data was analyzed to identify students who were at risk, at grade level, or above grade level to drive instruction, target interventions and meet student needs.

### **Measurement-**

Unit tests were given in each grade level. Teacher identified gaps and reteaching occurred. We were not able to get the conclusive data identified due to the RISE test being canceled due to COVID-19. However, the preliminary results from the common formative assessments were showing good growth and improvement.

### **Explanation of Action Plan Implementation-**

\$18,588.00 were spent on one certified math aide for 1st-6th grades and one kindergarten aide will be hired to assist teachers in providing targeted math interventions. These interventions will be provided four days a week during each grade level's RTI time block.

## **Goal #3 Behavior**

We targeted more engaging games using Playworks to engage the students out at recess.

### **Measurement-**

By having the students more engaged out at recess we were able to decrease the physical aggression by 50%. Our original goal was to decrease physical aggression by 10% and we exceeded that goal by 40%.

### **Explanation of Action Plan Implementation-**

\$9000 was used to have Playworks come in and train our PE specialist, student leaders, and recess aides to engage the students in active play at recess.