

Final report for School Land Trust Money Spent on School Improvement Plan

2013-2014 School Year

Four tutors were hired to work with below level students using the Success Maker and Star reading programs. Grade level teams utilized collaboration time analyze common assessments in order to identify and plan for struggling students, and then provided identified students at least two sessions of re--teaching intervention each week. Every student in kindergarten through second grade had access to leveled library books and all students not on level in third through sixth grade took home leveled library books. Students not progressing were referred to resource and those that met the discrepancy guidelines were given special education services. Money was also used to purchase license for Success Maker renewal.

All students in kindergarten through sixth grade were benchmarked three times throughout the year, and teachers also utilized ongoing running records on a monthly basis to monitor struggling readers. First through third grade students were evaluated using DIBELS and interventions such as one-on-one help, tutoring, and extra guided reading were provided for students not on level. According to anecdotal notes, all students receiving Star reading help made an average improvement of 4 levels. Students in second grade made an average of 7 months of progress. Students in third grade made 8 months of progress. Students in 4th grade made 4 months of progress. Students in fifth grade made 4 months of progress. And finally, students in 6th grade made 6 months of progress. There was a direct correlation of time on the program and the number of months progress each students made.

Approximately \$26,000 dollars were spent to pay for one leveled librarian, two Success Maker reading technicians, and two technicians to provide Star tutoring and intervention support. \$698 was spent to renew the Success Maker licenses.

Ten iPads were purchased for a student iPad lab and twelve chrome books for grades 3-6 were purchased. These materials were purchased to enhance instruction through presentations, educational aps, and teacher productivity.

During administrative observations, walk-throughs, and drop-ins, teachers were observed using this technology during instruction. Students were also observed using purchased technology in independent work, centers, and classroom presentations.

Students in third grade completed the Keyboard Chatter courses provided by their grade level teacher, and students in fourth and fifth grade participated in district provided keyboarding courses to enhance their proficiency.

Approximately \$7,790 of School Land Trust monies was used to purchase iPads and chrome books for student labs.

A curriculum technician was hired to support the exceptional child. This curriculum technician worked closely with each grade level to determine the academic needs and support necessary to extend the curriculum at each level. This curriculum technician also worked to provide fine arts opportunities for the students at Mapleton Elementary. Special education teachers met twice monthly to discuss and support the needs of the students they service and a TAT meeting was also held two times monthly to aid and support the classroom teachers as needed to work more effectively with the exceptional children in their classrooms.

A curriculum technician was hired to 1.5 hours daily to work with students at all grade levels. She worked closely with grade level teams to teach the skills of engineering, report writing, problem solving, debate and persuasive writing skills. Approximately 15 first graders, 100 second graders, 120 third graders, 20 fourth graders, 100 fifth graders, and 10 sixth graders were able to benefit from the skills of this curriculum technician and the activities listed above. Approximately \$6000 dollars from School Land Trust money was spent to pay for this curriculum technician.

Teachers met weekly to collaborate and analyze data to determine which students needed additional support. The principal, facilitator and instructional coach attended the collaborate meetings to support the teams. Teachers and technicians provided pre-teaching, re-teaching and enrichment instruction to meet the needs of students. Teams of teachers attended the Literacy Promise conference focused on improving literacy instruction. In the spring, teachers received a day of planning and developed curriculum maps, common assessments and integrations lessons.

Each week collaboration agendas were submitted to the principal indicating the professional collaboration that occurred. Common assessments were developed and teacher submitted their curriculum maps as well.

Approximately \$900 was spent on registration for several teacher teams to attend professional development conferences and \$3200 was spent on substitutes for both the conference dates as well as the curriculum development dates that all teachers participated in.

Excess money was spent on increasing hours for existing technicians as well as for additional technology (i.e. iPad and chrome book lab) to enhance classroom instruction.