Land Trust Final Report 2017-18

**Goal #1** The mathematics goal at Eastlake Elementary is to implement effective research-based intervention strategies to decrease non-proficient students by 10 percent in mathematics by the end of the year.

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

The Land Trust funding will be used to hire 17-hour assistants who will assist teachers in the classroom. The assistants will help during intervention time (Tier II). At risk, on grade level, and advanced students will have access to the classroom teacher which scientifically-based research indicates is the best strategy to assist learners. Students will participate in one-on-one or small group instruction from the classroom teacher. The teachers will work closely with assistants to coordinate instruction based on the State Core Curriculum Standards for students in PE, computers, library, and other areas that can be supported by an assistant while the teacher provides direct interventions. Individual and small group instruction provides support for students to make progress in math skills. The assistants will supervise student work while teachers meet in PLCs once each week.

RAD Kids program will be implemented for character education. When students feel safe, engaged, and respected, they can focus on their academic goals. Effective character educators ensure that these needs are met. Character education is the foundation upon which students can reach academic achievement.

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

Teachers met one-on-one with students as part of the Tier II instructional process while the assistants taught the rest of their class. Based on formative and summative assessments, teachers were able to identify students who needed interventions and those who needed enrichment. This process prevented students from falling behind and challenged those who need it.

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

District math benchmark data went from 885 students below proficiency at the beginning of the year to 323 students below proficiency at the end of the year.

SAGE Data: Eastlake's math proficiency was 53.9% compared to Jordan District at 48% . Our MGP for math was 56.

**Goal #2** The reading goal at Eastlake Elementary is to implement effective research-based intervention strategies to decrease non-proficient students by 10 percent in English Language Arts.

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

The Land Trust funding will be used to hire 17-hour assistants who will assist teachers in the classroom. The assistants will help during intervention time (Tier II). At risk, on grade level, and advanced students will have access to the classroom teacher which scientifically-based research indicates is the best strategy to assist learners. Students will participate in one-on-one or small group instruction from the classroom teacher. The teachers will work closely with assistants to coordinate instruction based on the State Core Curriculum Standards for students in PE, computers, library, and other areas that can be supported by an assistant while the teacher provides direct interventions. The assistants will supervise student work while teachers meet in PLCs once each week.

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

Teachers were able to use rotation time to do Tier II interventions with students while the aides taught the rest of their class. Teachers used formative and summative assessments to identify students who needed additional support in reading. Interventions were timely and targeted to each student's needs.

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

The Fountas and Pinnell benchmark assessment, Scholastic Reading Inventory (SRI), DIBELS, and running records are assessments used to measure reading proficiency and identify at-risk students. Data from previous assessments will be the baseline and will be used to identify specific students who are non-proficient. The number of identified non-proficient students will be reduced by the end of the school year. Mastery Connect and i-Ready will be the primary data trackers for this goal.

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

The Fountas and Pinnell benchmark assessment showed guided reading levels at the beginning of the year with 223 students reading below grade level and 152 students reading below grade level at the end of the year.

DIBELs data shows 151 students below grade level at the beginning of the year and 138 students below grade level at the end of the year.

SAGE Data: Eastlake's Language Arts proficiency was 59.7% compared to Jordan School District at 47%. Our Language Arts MGP was 56.

**Goal #3** Provide students with opportunities to participate in the arts, which includes art performances, Meet the Masters , and other fine arts.

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

Students will participate in ongoing art instruction and learn about how life skills and the arts are closely related. Students will receive instruction in the fine arts. Teachers will learn how to integrate the arts into other subjects.

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

Funding was used to purchase supplies for our Beverly Taylor Sorensen Arts Program (BTSAP). Every student received arts instruction integrated with the Utah State Core Standards for each grade level. Our BTSAP teacher works closely with our classroom teachers to plan her instruction.

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

Teacher and student surveys will be used to measure this goal. Students will have an opportunity to express how the activities have benefited the in their academic studies as well as their motivation to attend school. Teachers will respond to how activities have benefited students by increased art awareness, integrating the arts into the curriculum, and providing support to academics.

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

Teacher Survey Responses:

- Students have been able to learn about different mediums as ways to express themselves. They have learned that they can all do amazing things with a little effort. Even those students who struggle with a lot of things were able to come away with some amazing projects.

- Students have learned many new art techniques and I have seen how they have applied them to our regular classroom activities.

- The opportunity to be creative, to literally create, cannot be underestimated in value to the mind, body, and spirit. I'm glad my students get to develop their artistic abilities and have a creative outlet.

- They have been able to learn a lot more about art and content studies than they would have if they had been studied in isolation.

- It has been great to have the arts tie in with my curriculum. Like I said the students get excited about the material we are learning in class because they have done a fun art activity with it. Since they are excited they learn the material's better!

Student Survey Responses:

- My participation in this art program has helped me with my learning this year.

- It has made me be more creative and want to come to school. I love doing art!

- It really helped me learn about history and other things, and and made it fun too! I really like meet the masters and art.