

2016-17 Final Report School Land Trust Butterfield Canyon Elementary

LAND Trust Budget: \$65, 080

Goal #1

87% of students in each grade level will be reading on/above grade level by March of 2017. Students reading below level (receiving interventions) will have an average increase in guided reading levels that meets or exceeds that of the grade level average. Students who are maxed out on our school leveling system (level Z) will show growth by progress on their Lexile score derived from the computer-based SRI assessment.

Measurements

We will use their guided reading level (GRL A-Z) as determined by an individual assessment by the classroom teacher to determine whether or not the children are reading below, at or above grade level. On a monthly basis, teachers will submit the percentage of students from their class that are reading on/above grade level. This data is easily derived from the monthly JSAS report. Students that are reading at a level Z will show growth and progress from their lexile score on the computer-based SRI assessment. The new district literacy benchmark assessments this year will provide another indicator of performance for our students and will help us determine a baseline for this first year of implementation.

Final Measurements

Butterfield Canyon Elementary students improved from 75% of students in each grade level reading on/above grade level in August 2016 to 87.51% of students in each grade level reading on/above grade level by May 2017. Classroom teachers used running records, SRI assessments, and common formative assessments throughout the school to help Butterfield Canyon Elementary students reach this goal.

Action Steps

All students will receive direct instruction from their teacher in small homogeneous groups based on common reading abilities on a regular basis throughout the year.

Students identified as reading below grade level or struggling with their literacy benchmark assessment (reading and writing) will be provided with a double-dose of academic intervention. This additional support may come in the form of additional targeted help before/after school hours but will most frequently come during the school day from an intervention aide working on targeted skill deficits. Teachers will receive in-service rate for any time spent tutoring before or after school. Reading and writing have a symbiotic relationship so we feel that improvements in student writing will tend to have a direct impact on their reading performance which is why some of our academic intervention may be in the area of written literacy.

Students identified as above level will be provided with opportunities to deepen and enrich their understanding through a program we call the School of Rock (a class dedicated to provide more challenging experiences and exposure to literacy content).

Digital reading supports (i.e. RAZ KIDS) will be provided for all students in K-2 and any student that is reading below level.

Help will be provided during the first of the year and the end of the year to facilitate the administration of the reading assessments (pre/post) to each student in the school.

Provide professional development opportunities for teachers to help track and improve proficiency rates (conferences or book study projects)

Final Action Steps

All students received research based Tier 1 instruction in the regular classroom throughout the year. Students were identified as reading below grade level or struggling by using literacy benchmark assessments. Identified students received additional support during, before and after school from intervention aides and teachers. Students in K-2 who were reading below level received digital reading supports (i.e. RAZ KIDS).

Students identified as above level participated in a program called School of Rock, which provided enrichment experiences and exposure to literacy content.

Teachers participated in professional development opportunities in literacy.

Goal #2

80% of students in each class will have a proficiency of 85% on each math benchmark.

Measurements

Students from each grade level will take a common math assessment called the District Benchmark at least four times a year. We will track their score after the first time they take it, following receiving instruction from those units of study. Teachers will provide students with additional time and support to correct any deficits that remain in their understanding. The improved scores will be reflected in the ongoing section of the tracking system (Mastery Connect & Google Drive).

Final Measurements

Teachers provided students with additional time and support to address deficits in math understanding. Students improved their scores on all three District Benchmark Assessments:

Benchmark #1 students improved from 68% to 87.64%

Benchmark #2 students improved from 66% to 87.83%

Benchmark #3 students improved from 65% to 82.85%

The goal of 80% of students in each class having proficiency of 85% on each math benchmark was exceeded.

Action Steps

Provide academic intervention assistants for each grade level to provide time for targeted support of deficit skill areas. Teachers will also provide additional instruction for students before/after school hours as needed (teachers will receive in-service rate).

Provide monthly accountability in teacher collaboration meetings reporting their current percentage of percent proficient (85% or above) on their benchmark assessments.

Provide professional development opportunities for teachers to help track and improve proficiency rates (conferences, school research, book study projects, data meetings, additional collaboration, etc.)

Final Action Steps

Academic assistants were hired to provide interventions for students in each grade level. Teachers also provided additional instruction for students before and after school to support deficit skill areas. Teachers met in Professional Learning Communities to look at data to ensure that all students were making progress and attaining proficiency on their math benchmark assessments. Teachers participated in professional development opportunities in math.

Goal #3:

Many of our students will be aided in discovering their potential by participating in before and/or after school enrichment opportunities provided at the school.

Measurement:

We will track student participation in these enrichment opportunities through their digital registration from the school website.

Final Measurement:

Participation in before and/or after school enrichment opportunities at the school was tracked through digital registration. Enrichment opportunities included Chess Club, STEM Club, Mathletes, Storytelling, School Play, Orchestra, Choir, American Sign Language, and Creative Writing.

Action Steps:

Staff members will provide a variety of experiences to students in our school community before or after school both in the fall and winter.

Courses will be offered on a first come, first serve basis. A variety of classes will be offered such as: Homework Help, STEM, Reading and Writing Strategies.

Final Action Steps:

A variety of courses were offered to students in our school community both before and after school in the fall and winter.

Goal #4

Students in 1st-3rd grades will walk/run a total of 50 miles during the school day by the end of the year through participation in our school created, Walk Across Utah program.

Measurements

Students will walk around the field in the back of the school enough times (8) to equal a mile. Each time the class completes a mile a box will be shaded on the map of the state to represent progress towards their destination. Each classroom has a map of the state and a tracking document that they post in their classroom to visually track their progress.

Final Measurements

Student tracking documents were available to 1st-3rd grade teachers to assist in tracking miles walked toward their destination.

Action Plan Steps

Teachers will take their students out for a brain break to promote physical health while teaching them geography of our state as often as their schedules allow during the final trimester of school. Students will receive a souvenir as their class reaches each destination. Teachers will discuss with the students facts about the destination they are walking towards from reference cards provided on a ring, hung near their map on the wall.

Final Action Plan Steps

Teachers took their students out for brain breaks to promote physical health throughout the school year. Students who met specific requirements for each grade level received a Brilliant Bobcat Award.