

2017-18 Final Report School Land Trust Butterfield Canyon Elementary

LAND Trust Budget: \$88,605
Total Expenditures: \$88,224

Goal #1

Increase from 86% to 88% of students will read on/above grade level by May of 2018.

Measurements

Teachers will report to school administrators the percentage of students that are reading on/above grade on a monthly basis. Updates on progress will be provided at SCC meetings.

Final Measurements

Butterfield Canyon Elementary students improved from 81% of students in each grade level reading on/above grade level in August 2017 to 86% of students in each grade level reading on/above grade level by May 2018. Classroom teachers used running records, SRI assessments, and common formative assessments throughout the school to help Butterfield Canyon Elementary students made significant progress towards the goal.

Action Steps

All students will receive direct instruction from their teacher in whole group and small group settings throughout the year.

Students identified as needing additional support (reteaching or enrichment) will be provided with a double-dose of academic intervention provided by the teachers and intervention assistants. This additional support may come before, during or after school, though the majority of the help will come during the regular school day.

Students will set and track their individual progress towards achieving their goals. Teachers and adult helpers will oversee and support the creation of meaningful goals based on specific individual academic needs.

Instructional materials and digital devices (one per class) will be made available to provide improved access to content knowledge, literacy instruction, and practice opportunities for students (i.e. chromebooks and leveled reading materials: RazKids, AZ Reading, AZ Science).

Assistance will be provided teachers at the beginning and end of year to facilitate administration of the reading assessments to see if the efforts students have been

making to improve their literacy skills through goal achievement has translated into improved reading proficiency.

Provide professional development opportunities for teachers to improve instructional practices that lead to increased literacy performance (i.e. conferences, substitute costs, in-service rate teacher compensation, or book studies).

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

95% of the students will demonstrate mastery the five essential math concepts for their current grade level by May of 2018 to empower success in the next grade level.

Measurements

The percentage of students proficient in each of the essential math concepts will be tracked in a shared spreadsheet that will be updated and discussed during team collaboration meetings throughout the year. Mastery will be defined across grade levels by achieving 80% on the common assessment for each specific concept.

Once students in a grade level have mastered all concepts deemed essential, they will then receive help on the next tier of important concepts in math as measured by the math benchmark assessments.

Final Measurements

Teachers provided students with additional time and support to address deficits in math understanding. Students improved from 0% in August 2017 to 82% of students demonstrating mastery of 5 essential grade level math concepts in May 2018. Students met this goal.

Action Steps

Provide academic intervention assistants for each grade level to provide time and targeted support of deficit skill areas. Once students in a grade level have mastered all concepts deemed essential, they will then receive help on the next tier of important concepts in math as measured by the math benchmark assessments. Teachers or intervention assistants may provide additional instruction for students before or after school hours as needed (teachers will receive in-service rate).

Provide monthly accountability in teacher collaboration meetings reporting their current percentage of proficiency (85% or above) from each class on their benchmark assessments.

Provide professional development opportunities for teachers to improve instructional practices that lead to increased literacy performance (i.e. conferences, substitute costs, in-service rate teacher compensation, or book studies).

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 grade level math essential concepts. Teachers participated in professional development opportunities in math.

Goal #3:

Create a system that provides additional instruction and resources to support our school's mission, including student leadership skills training and positive behavior interventions.

Measurement:

Providing instruction and support to those who struggle will decrease the number of discipline incidents and office referrals. Student satisfaction, preparation for success at the next level, and feeling safe at school will increase on annual school climate feedback surveys. Academic performance in all subject areas should be positively influenced when behaviors that prevent success in those areas are improved.

Final Measurement:

Comparing 2016-17 school climate feedback survey results to 2017-18 school climate feedback survey results the following areas improved according to student surveys:

Kids are safe from bullying at my school improved from 83% to 85%.

Kids at my school solve problems without fighting improved from 77% to 81%.

My things are safe when I bring them to school improved from 84% to 85%.

Action Steps:

With the support of an intervention assistant, provide both preventative and corrective interventions to students demonstrating a deficit in behavior skills that hinder learning and positive school culture. Resources related to leadership skills, character literature, and emotional intelligence will be used in these interventions.

Ensure that all educators providing this instruction and additional support to students have been properly trained.

Final Action Steps:

A behavior intervention assistant was used to provide support to students through structured recess, check & connect interventions and collaboration with our school psychologist to prevent and correct behavior skill deficits. Office behavior referrals decreased from the 2016-17 year to the 2017-18 school year.

Goal #4

Provide a system for teacher teams to apply for mini-grants from the SCC to support specific academic efforts.

Measurements

All grade level teams received resources need to support specific academic efforts.

Final Measurements

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

Action Plan Steps

Create an application form for teams to complete for council review.

The SCC will review and approve applications submitted.

Final Action Plan Steps

Teachers applied for funding and resources through an email application.

Increased Distribution Plan

If there is an increase in funds we will purchase additional technology (i.e. ChromeBook devices) that will assist teachers in providing effective instruction and assessment of content while providing meaningful opportunities to practice the core content described in goals #1 and #2. Additional funds could also be used to provide increased funds available to support grade level teacher teams' core academic priorities (goal #4). Funds could also be used to increase the number of adult intervention assistants able to meet the needs of struggling students in the content areas described in goals #1 and #2.

Increased Distribution

Additional funds were used to purchase ChromeBooks and laptops to assist teachers in providing effective instruction and assessments through research based adaptive computer learning programs.