

Trust lands Plan 2017-2018

. Goal #1

Willow Elementary has implemented Professional Learning Communities (PLCs). These PLCs are an integral part of students' success. Teachers collaborate on best teaching strategies and data, which are used to drive instruction. Our 90 day plans for school improvement are based on the belief of creating a welcoming and safe environment conducive to learning, where students obtain high levels of achievement. PLCs and professional development will help us achieve the goal of increased student achievement in the core areas each year. Therefore, we would like to use the Land Trust monies to continue to support our collaborative culture of a Professional Learning Community and continue to help students grow in the core subjects.

Reading

Math

Science

Willow Elementary supports our Tooele School District School Board goals of showing growth in the core areas of Language Arts, Math, and Science. This will be measured through the state end of level testing. Our goal is to meet or exceed the state academic proficiency goals. Progress is also measured throughout the year with teacher created common formative assessments which are done in the PLCs. There are also district benchmarks that are given three times a year in Language Arts and Math. Reading progress is monitored by using DIBELS and DRA assessments. These are also given three times per year. The teachers also progress monitor students in reading every two weeks. The goal in our 90 day plan is to increase student proficiency on reading benchmarks for DIBELS with 90% of students meeting benchmark in all grades on these reading assessments. Through Tier 1 instruction teachers will implement best writing strategies and students will be writing in every classroom every day in all genres of the core curriculum.

The mission of our school is working together to improve student learning. The Professional Learning Community philosophy is one of creating a collaborative culture. Schools improve when teachers are given time to work together to collaborate on the best teaching practices, disaggregate student data, and plan effective lessons for the core. When teachers have this time they can develop common assessments, analyze evidence of student learning, and plan effective lessons using best teaching strategies learned from each other. Trust Land money will be used to five hire instructional aides. Instructional aides will instruct the students in writing/language arts skills, physical education, keyboarding/computers, interventions in math and language arts, and the fine arts. The teachers will be working in their PLC teams to collaborate while the students are being instructed by the trained support professionals. Two literacy aides will provide additional instructional time and support for students not meeting grade level benchmarks as measured by the DIBELS and DRA reading assessments. The literacy aides are trained by our instructional coach in the best teaching practices and will work under her

direction. A small amount of the money will be spent to support teachers in professional development at the school level. Professional development increases teacher knowledge and improves teaching instructional practices. Books will be purchased for a book study with the purpose of increasing knowledge and learning on the current research and best practice in education. Some money will also be used on materials to supplement the core curriculum, supplies for the instructional aides, STEM materials to support our integration of STEM, materials for White Ribbon Week (internet safety), or technology needs.

How action steps

We will work in our Professional Learning Communities to continue with our collaborative culture. Two literacy aides and 5 instructional aides (in writing/language arts skills, physical education, keyboarding/computers, math and language arts interventions, and the fine arts) will be hired, which gives teachers time to work together to collaborate on best teaching practices, disaggregate student data, and plan effective lessons for the core. The two literacy aides will provide additional instructional time and support for students not meeting grade level on the reading benchmarks. The teachers will attend professional development, including a book study, which is purchased with Land Trust funds. Teachers will learn with multiple strategies to implement to enhance classroom instruction, integrate STEM, increase student engagement, and promote a positive school climate. Teachers will continue to take peer learning walks as part of their collaboration time to observe their peers for best instructional practices. We will continue our make it /take it professional development, in which teachers make resources from the ideas in our book study/professional development to use in their classrooms. Some money will be used on materials per grade level that supplemented the core curriculum and other student needs.

As part of our 90 Day Plan /School Improvement Plan, teachers do regular progress monitoring for students in reading every two weeks and turn in reports to the principal on the 5th and the 20th of each month. Students record their own progress in journals and folders.

We will continue to integrate STEM, focus on problem solving strategies, real world problems, and multi-step problems. Teachers will continue to teach core standards and follow district curriculum maps for daily instruction. Teachers will be doing interventions along with the intervention aide and enrichments based on student data from PLC collaboration.

Two support professionals assisting in literacy interventions

Five support professionals providing instruction to students while teachers meet in collaborative groups (PLC)

Total salaries for aides

\$49,902.84

<p>Language Arts Proficiency DIBELS- 2015-2016 End of Year Kinder: DCS 80% FSF 80% PSF 80% NWF/CLS 80% 1st: DCS 80% NWF/WWR 80% DORF 80% 2nd: DCS 80% DORF 90% 3rd: DCS 80% DORF 90% 4th: DCS 80% DORF 90% 5th: DCS 80% DORF 90% 6th: DCS 80% DORF 90%</p>	<p>SAGE-34% DIBELS-Spring Benchmark Kinder: DCS 80% PSF 91% NWF/CLS 77% 1st: DCS 68% NWF/WWR 72% DORF 62% 2nd: DCS 84% DORF 80% 3rd: DCS 96% DORF 54% 4th: DCS 75% DORF 54% 5th: DCS 81% DORF 81% 6th: DCS 88% DORF 83%</p>	<p>SAGE-44% Kinder: DCS 53% PSF 59% NWF/CLS 40% 1st: DCS 85 % NWF/WWR 82% 2nd: DCS 73% DORF 67% 3rd: DCS 89% DORF 85% 4th: DCS 96% DORF 59% 5th: DCS 80% DORF 59% 6th: DCS 86% DORF 86%</p> <table border="1" data-bbox="860 535 1201 730"> <thead> <tr> <th colspan="3">District BOY LA Benchmark</th> </tr> <tr> <th>BOY</th> <th>Mastered</th> <th>MOY 5%</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>60%</td> <td>65%</td> </tr> <tr> <td>4th</td> <td>54%</td> <td>64%</td> </tr> <tr> <td>5th</td> <td>38%</td> <td>48%</td> </tr> <tr> <td>6th</td> <td>64%</td> <td>74%</td> </tr> </tbody> </table>	District BOY LA Benchmark			BOY	Mastered	MOY 5%	3rd	60%	65%	4 th	54%	64%	5 th	38%	48%	6th	64%	74%
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<p>Math Proficiency</p>	<p>SAGE 49%</p>	<p>SAGE 59%</p> <table border="1" data-bbox="714 829 1079 1039"> <thead> <tr> <th colspan="3">District BOY Math Benchmark</th> </tr> <tr> <th>BOY</th> <th>Mastered</th> <th>MOY 5%</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>76%</td> <td>86%</td> </tr> <tr> <td>4th</td> <td>65%</td> <td>75%</td> </tr> <tr> <td>5th</td> <td>47%</td> <td>57%</td> </tr> <tr> <td>6th</td> <td>59%</td> <td>69%</td> </tr> </tbody> </table>	District BOY Math Benchmark			BOY	Mastered	MOY 5%	3rd	76%	86%	4 th	65%	75%	5 th	47%	57%	6th	59%	69%
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<p>Science Proficiency</p>	<p>46%</p>	<p>56%</p>																		
<p>Third Grade Uniform Growth Goal</p>	<p>88%</p>	<p>90%</p>																		