

Final Report for School Land Trust Money Spent on School Improvement Plan 2013-14 School Year

According to state guidelines, parents and other stake-holders should be notified of how School Land Trust money was utilized to implement various parts of our school improvement plan. The majority of the money goes to purchase technology for student use, and to hire technicians to work with students. Below is a basic outline what work teachers completed to contribute to the plan and how the money was allocated.

Teachers collaborated every Wednesday and focused on our district's six non-negotiables for collaboration. While collaborating teachers examined data in order to improve student learning. They also planned and revised ways to implement the core curriculum and created common assessments for math and language arts that included the core curriculum objectives. Grade level teams also utilized this time to plan for re-teaching and enrichment activities for students based on the analyzed data.

Chrome books, interactive boards, and iPads were purchased to enhance classroom instruction and engage students in content. Outdated equipment such as projectors and computers were replaced as needed. A technology specialist was hired to help train teachers and manage technology resources.

Teachers used available technology in multiple lessons throughout the day, and created activities using technology for students to use independently. Teachers shared lesson plans and activities using technology during weekly collaboration meetings, and served as a model for other district schools on how to effectively implement technology resources in the classroom. Teachers also participated in monthly in-service meetings that helped them plan and implement technology in various ways.

Teachers were given training in balanced literacy through mentors and instructional coaches. A leveled librarian was hired to maintain and manage the leveled library so each student would have access to reading materials. DIBEL's testing was completed school-wide three times each year, and teachers progress monitored all students not on grade level on a weekly basis. Students not on grade level were given reading support through Waterford and Success Maker computer programs.

Teachers worked with the district fine arts specialist to plan and implement fine arts core curriculum. Each grade level wrote at least 5 lesson plans that integrated math or language art with the art core. Teachers then inserted these lessons into their curriculum maps and taught them throughout the year. As the year progressed, teachers found ways to implement the art core into other subject areas as appropriate.

Approximately \$14,000 was spent on technician wages, and \$30,000 was spent on technology for teacher and student use. The remaining allocations were spent on supplies to implement the core curriculum.