

## **Final Report for School Land Trust Money Spent on School Improvement Plan 2014-15 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 met weekly with teams to collaborate and plan for student success. Teams handed in an agenda that recorded their collaboration business. Teams also implemented common assessments and kept data on student progress on grade level goals. Teams also handed in schedules that indicated the times they were testing, reteaching and enriching.

Teachers created norms to facilitate the use of collaboration time. Teachers created and edited curriculum maps to meet the core curriculum requirements and to guide their teaching in reading and math. Administrative team visited collaboration meetings to support the work of the grade level teams.

Teachers used technology every day in their classrooms and it was observed by the administrator as drop-ins and summative evaluations were conducted. Teachers shared technology ideas weekly as they met in collaboration and with their teams as they met to plan curriculum. Uses included (but not limited to) using chrome books to complete writing tasks, math centers, literacy centers, using reading support software, and promethean board flip charts.

Each classroom in the school is now equipped with a document camera, promethean board, projector, iPad, chrome books, and desk top computers. A technician was hired to help maintain technology and troubleshoot problems as they arose. In four classrooms we had to replace projectors. We also had to replace several chrome books that were damaged. Our sixth grade classes have enough devices to have 1:1 ratio. In addition to the damaged chrome books, we were able to purchase 133 new chrome books. Except for kindergarten, first grade, and fourth grade, we now have 1 device per 2 students.

Students were tested using the DIBELS benchmark test in September, January and April. Teachers used data from these benchmarks and ongoing progress monitoring to plan for the needs of students. The school ended the year with 80 percent of the third grade students (the grade level that is reported to the state) meeting the benchmark for their grade level. This was up from 68 percent at the end of the year the previous school year.

Teachers were given training in balanced literacy through mentors and instructional coaches. 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 and other 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 \$7,500 was spent on technician wages, \$32,257 was spent on technology for teacher and student use, and \$4,026 was spent on professional development expenses.