

## **Final Report for School Land Trust Money Spent on School Improvement Plan 2016-17 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 once a week to collaborate. During collaboration teachers worked on curriculum maps and assessments along with lesson planning and data. Data was used to determine which students had mastered concepts and which students needed to be part of a re-teaching group. Teachers turned in an agenda to document the work of their collaborative sessions. Administration and other school support personnel met with teams to provide support and ideas for teacher implementation.

Teachers also took advantage of the opportunity to attend several conferences to enhance their skills and share ideas with teammates. These conferences were the Visible Learning Conference, Instructional Leadership in the 21st Century and the National Science Teachers Association Conference.

Three intervention technicians were hired to support teachers as they provided re-teach sessions for their grade level.

Teachers used technology for lesson plans, instruction and student engagement at least three times per day. Technology ideas were shared as grade levels and in faculty meetings.

We purchased or replaced two audio enhancement systems along with microphones for teachers. We also bought a total of 100 Chromebooks to be used in classrooms for instruction, engagement and production of student work. A mobile cart with 20 iPads was also purchased to use in the classrooms. A curriculum support specialist was hired to support the use of technology school-wide.

According to the DIBELS benchmark assessment given to students at East Meadows, 75% of our student made at least one year's growth from their beginning of year assessment. We met our goal and exceeded it by 25%. A technician was hired to provide reading interventions for students scoring below level on our DIBELS assessments. Computerized reading software was also purchased for teachers to use with students not performing on level.