

## **Summary of Land Trust Final Report October 26, 2017**

The following is a summary of the goals that were outlined in Westland's 2016-17 Land Trust Plan and the documented progress in meeting those goals. If you would like input on how Land Trust money is spent by the school in the future, or if you have any questions, please contact Laurie Goodsell at 801-565-7508.

### **Goal #1:**

Our goal was to facilitate the PLC process at Westland by providing common time for teams to meet, discuss data on common, formative assessments, and plan for tier two interventions. An aide was provided to teach character education lessons to each grade level once per week so that teachers could meet with their teams. This process is ongoing at Westland. This process was a completely new step for Westland during the 2016-17 school year. Teams took weekly notes to document their work and progress. SAGE data from the 2016-17 year does not indicate the gains were made in the areas of math and reading so no correlation can be drawn that this system of PLC improved student learning. However, modifications are being made to ensure that PLC groups are functioning efficiently in terms of planning effective tier one instruction, analyzing data and planning for interventions and enrichments.

### **Goal #2:**

Teachers administered district benchmark pre- and post-tests in language arts and math. All grades also administered quarterly benchmark tests, except grades K-3. Grades K-3 used DIBELS data in place of quarterly benchmark testing. Benchmark testing shows steady growth for tested areas as well as growth from pre- to post-test across all grade areas. Growth was also shown from pre- to post-test in language arts. Younger grades showed higher growth, while growth in some of our upper grades was not as marked. Work on this will continue in PLC's. We also plan to improve scores in this area by adherence to scope and sequence for Journeys.

### **Goal #3:**

Instructional aides were hired to assist with tier two interventions to raise scores in reading. Unfortunately, SAGE results from last year do not reflect the increase in scores that were anticipated. However, according to DIBELS test scores for grades K-3, students did show an increase in scores moving from one grade level to the next. 48% of kindergarten students in 2015-16 scored below proficient on this test. That number shrunk to 36% below proficient at the end of their first-grade year in 2016-17. That trend was followed in other grades. 38% of 1<sup>st</sup> graders were below proficient at the end of 2015-16, but 31% of those students were below proficient the following year at 2<sup>nd</sup> graders. 27% of 2<sup>nd</sup> grade students were below proficient at the end of 2015-16, but the following year as 3<sup>rd</sup> graders, only 17% of those students scored below proficient.

#### Goal #4:

Two sets of Chromebooks, along with carts and necessary items for set up were purchased with the intent of putting technology into the hands of students more often and to aid in classroom instruction. Right now, teacher teams are sharing the technology that is available in the building, but future Land Trust money will make it possible for us to continue to work toward our goal of one to one.