

Westland Elementary School
2013 – 2014 School Land Trust Summary Report

Critical Academic need(s) identified in Westland School Plan

- Mathematic Proficiency
- Reading

Goal #1: Improve reading in all grades using assessment scores and teacher recommendation to identify students needing tier two and tier three instruction.

Action Plan: Data from CRT scores, guided reading levels, Fountas and Pinnel assessments, PALS and SRI help teachers identify students who require Tier two and Tier three interventions. Teachers used PLC time to discuss student progress, and determine appropriate strategies to meet the individual needs of students.

Before and after measurements of academic performance:

DIBELS – 2013/2014

1st Grade

Beginning of Year

36 (48%) students identified needing intensive or strategic interventions

End of Year

16 (20%) students identified needing intensive or strategic interventions

Reduction of 20 students (44%) needing intensive or strategic interventions

2nd Grade

Beginning of year

14 (15%) students identified needing intensive or strategic interventions

End of Year

11 (12%) students identified needing intensive or strategic interventions

Reduction of 3 students (20%) needing intensive or strategic interventions

3rd Grade

Beginning of Year

20 (21%) students identified needing intensive or strategic interventions

End of Year

18 (19%) students identified needing intensive or strategic interventions

Reduction of 2 students (10%) needing intensive or strategic interventions

Guided Reading Levels (Fountas and Pinnel, running records)

End of Year

Kindergarten - 92% of students reading On Grade Level (+22%)

1st Grade – 88% of students reading On Grade Level – (no change)

2nd Grade – 94% of students reading On Grade Level – (-3%)

3rd Grade – 83% of students reading On Grade Level – (-2%)

4th Grade – 85% of students reading On Grade Level – (+4%)

5th Grade – 84% of students reading On Grade Level – (+3%)

6th Grade – 90% of students reading On Grade Level – (+4%)

Reading proficiency using Guided Reading data = 88%

Goal #2: Improve math in all grades using assessment scores and teacher recommendation to identify students needing tier two and tier three interventions.

Action Plan: Identify students using HMH unit assessments, and district benchmarks. Teachers use PLC time to develop strategies for tier two and tier three interventions. Interventions may include small group instruction, one-on-one instruction with an aide, and Think Central assignments.

Before and after measurements of academic performance:

Math Benchmarks created by Jordan School District provided data for intervention instruction. The average of the benchmark assessments per grade:

K – 87%, 1st grade – 86%, 2nd grade – 90%, 3rd Grade – 80%, 4th grade – 77%, 5th grade – 73%, and 6th grade – 77%.

Budget:

Land Trust Monies provided salaries and employee benefits for instructional aides. Remaining funds carried over to 2014-2015 budget will be used to provide additional instructional aides to help with reading and math interventions and support instruction.

Salaries - \$29,512

Carry over – \$18,671