

2011-2012 School LAND Trust Plan

1. Person responsible:

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2. Most critical academic need(s) identified in the School Plan

- a. Language Arts
- b. Technology

3. Briefly report how the school is implementing the 2010-2011 Academic School Plan and how the School Land Trust money is being spent. Be specific.

a. Three reading assistants provided tier II interventions using Houghton Mifflin "Soar to Success". Each of the assistants work approximately 17 hours a week using a push in model for instruction in the classrooms. Teachers meet in collaboration and review running records and testing data to determine which students would benefit from the intervention. These groups are evaluated on a monthly basis and students enter and exit the program as determined by the classroom teachers. Students meet in intervention groups for 30 minutes 4 days a week with a shorter block on Friday for assessments. There were 129 students reading below grade level at the beginning of the school year. As of the February report 106 students are still reading below level. This is a decrease of three percent of students reading below grade level. Southland has 86 percent of students reading on or above grade level. Here is the break down by grade level.

Grade:	% on level(Sept.)	% on level(Feb.)	Change
Kindergarten	71%	96%	25% Growth
1 st Grade	90%	88%	2% Loss
2 nd Grade	82%	84%	2% Growth
3 rd Grade	87%	87%	No Growth
4 th Grade	88%	92%	4% Growth
5 th Grade	83%	74%	9% Loss
6 th Grade	80%	88%	8% Growth
Total	83%	86%	3% growth

b. Two computer assistants have worked closely with teachers to provide keyboard instruction, facilitate grade-level technology projects, assist with technology support, and monitor computer-based testing. Each of the assistants work approximately 17 hours per week. Students have scheduled weekly time in the computer lab to work on keyboard skills, creating content-specific projects, and accessing websites to review grade level concepts. The assistants have worked to align technology pieces with the individual grade level core content. Students are

tested quarterly using the “Keyboarding for Kids” program with the following results for this year.

4th Grade

Currently, 50% of our fourth grade students are typing at an A level. (25 + words per minute)

5th Grade

This year, approximately 65% of 5th grade students can type 27 words a minute or better.

6th Grade

This year 73 of 103 students could type 23 words a minute or better. As a matter of fact, we had 83 students (80%) typing 30 words per minute or better.

c. Collaboration assistants have been used this year to prepare and present art appreciation lessons to students in grades 1-6 using the “Meet the Masters” program. Teachers in these grade levels are released from class for 45 minutes a week to work in their Professional Learning Community teams. During this time teachers analyze data from common assessments, create curriculum maps, organize interventions for struggling students and plan units and lessons to meet student needs in their grade level.

4. Policy makers ...

5. Enter the total amount you Estimat spending to implement the current 2010-2011 School Plan.

a. \$27,520.00

2011-2012 School Plan

1. Have the current members of the Council viewed the DVD A Matter of Trust?

a. Yes

2. School’s identified most critical needs addressed in this plan:

- a. Reading
- b. Technology
- c. Fine Arts

3. Briefly describe the School Land Trust Plan

Reading Goal:

Southland will use School Lands Trust money to hire 3 reading assistants to provide small group Tier 2 intervention for reading. Small group instruction provided by reading assistants during grade level guided reading time using an inclusion model. They will continue to use the “Soar to Success” reading intervention program.

Students who are reading below grade level will spend thirty minutes of their sixty minutes of daily guided reading time reading with a SOAR reading assistant, twenty minutes time receiving guided reading instruction with the classroom teacher, and ten minutes of time doing an identified language arts activity. Each grade-level will address student improvement in reading by implementing school goal of continuing to provide Tier I instruction in guided reading in all grade levels and providing Tier 2 intervention to below reading level students. Southland will increase the number of students reading on or above grade level by 3% during the 2011-12 school year. We also desire that all students will achieve one years growth no matter what level they begin the year.

Technology Goal:

Southland will again hire two 17-hour assistants to work with students in the computer lab focusing on key boarding skills. Students will receive weekly instruction and /or practice using the “Keyboarding for Kids” software to teach and assess students on a quarterly basis. Teachers and computer assistants will work together to plan content-specific projects and to find websites to support grade level core.

4th Grade

The fourth grade is the first year students are introduced to KBK (Keyboarding for Kids). Students are taught to type by “touch” through a series of lessons. Accuracy and speed are tested quarterly. The grade scale for the fourth grade is as follows: A → 25 + words per minute, B → 23 words per minute, and C → 21 words per minute. As a goal for next year, we would like 60% Southland’s fourth grade students to be typing at an A level.

5th Grade

Fifth grade students continue to work on their keyboarding skills using the KBK program. However, students are expected to increase their speed and accuracy. The grade scale for the 5th grade is as follows: A → 27 + words per minute, B → 25 words per minute, and C → 23 words per minute. As a school, next year we would like to increase that percentage to 70%.

6th Grade

Sixth grade students will work on KBK to prepare for the 6th Grade Keyboarding Assessment in mid February. As a school, we would like sixth grade students to type at a minimum of 23 words per minute with zero errors. Next year we would like to increase that percentage to 83% of students typing 30 words per minute or better.

Fine Arts Goal:

1. Assistants will identify the artist to be reviewed
2. Assistants will provide weekly instruction on the artist and students will complete art projects every three weeks.

Four Collaboration assistants will continue to work with students in presenting the “Meet the Masters” program once a week for 45 minutes in grades 1-6. This will

allow teachers to continue in the PLC teams to work together to meet the needs of all students.

Planned Steps: Describe in detail the steps Southland Elementary will take to reach each goal. Describe specific actions that will be taken to achieve the goal. In short, please provide a road map to success.

Reading Goal:

1. Teacher will administer the Fountas & Pinnell assessment to determine student's reading levels.
2. Teachers will group students according to level for instruction.
3. Teachers will identify students reading below grad level.
4. Teachers will determine students who will participate in the "Soar to Success" interventions with reading assistants.
5. Teachers will assess students monthly using Fountas & Pinnell or running records.
6. Teachers will discuss student's reading levels monthly in PLCs.
7. Teachers will report student levels monthly.

Technology Goal:

1. Computer Assistants will administer timed tests at the beginning of the year using the Keyboarding for Kids program.
2. Students will receive weekly instruction and/or practice using the Keyboarding for Kids program.
3. Computer Assistants will administer timed tests mid year and end of the year.
4. Teachers and computer assistants will work together to plan content-specific projects and to find websites to support grade level core.

Fine Arts Goal:

1. Assistants will identify the arts to be reviewed
2. Assistants will provide weekly instruction on the artist and students will complete art projects.
3. Teachers will provide agenda and minutes of PLC meetings.

Measuring Progress Toward Goals

Baseline data will be established in the Fall 2011 from CRTs and Fountas & Pinell Benchmark Assessments. Progress monitoring of students who are below grade level will be completed monthly with running records, which will identify specific areas of concern. Teachers and reading assistants will differentiate curriculum to intervene.

Plans for expenditures of increased distribution: The 2011-2012 distribution is an estimate. If the actual distribution is more than the estimate, how will any additional funds be spent to implement the goals described in the plan?

Please provide an adequate explanation of academic use so that it will not be necessary to go back to the school board for approval to expend an increase distribution. Please be aware we do not expect the large increases that have been received in some prior years.

All funds from Land Trust will be used towards salaries for the three reading assistants, two computer lab assistants and the five collaboration assistants.

Any additional funds will go toward increasing the amount of time the literacy assistants spend instructing students who are below grade level in reading and the purchase of books for the balanced literacy library. The reading assistants will use additional balanced literacy books in guided reading groups with at-risk groups.

The School LAND Trust plan should be an academic subset of the school improvement plan/strategic plan. How does this plan support the goals of the school improvement plan/strategic plan?

The funding for the School Improvement Plan and the LAND Trust funds are intertwined to support the identical reading achievement goal, which is to improve K-6 student reading achievement by increasing the percentage of students reading on grade level by 3 percent. CRTs, Fountas & Pinnell Benchmark assessments, and guided reading levels will identify at-risk students. Improvement will be measured by the Fountas & Pinnell Benchmark Assessment and student guided reading levels for the 2011-2012 school year. Three 17-hour reading assistants will support students in improving their reading levels. Collaboration assistants release teachers from class for 45 minutes a week to work in their Professional Learning Communities teams to analyze data from common assessments, create curriculum maps and organize interventions for struggling students. Hiring reading and collaboration assistants makes it possible to implement the activities and strategies listed under the language arts goal include in Southland Elementary's School Improvement Plan.