

2017-18 Westvale LandTrust Final Report

Goal #1

With a focus on educating the whole child Westvale Elementary will become a place of learning. With high expectations and learning goals in Language Arts, Math, Science, and Health and Fitness student achievement in math, language arts and science will increase 35% from pre to post benchmark assessments. Think Times will decrease 10%, improving behavior throughout the school.

Measurements of Growth

Dibels and SRI Reading assessments were used as formative data to guide instruction and monitor student growth. The following benchmark data is summative in nature and reflects summative growth in academic areas.

Reading Pre/Post Benchmark data

Grade	Growth	Average % Prof.
K	n/a	78%
1st	43%	81%
2nd	20%	64%
3rd	42%	65%
4th	11%	59%
5th	18%	67%
6th	24%	81%
Overall	26%	71%

Writing Pre/Post Benchmark data

Grade	Growth	Average % Prof.
K		50%
1st	55%	65%
2nd	58%	61%
3rd	25%	62%
4th	24%	64%
5th	28%	69%
6th	n/a	69%
Overall	38%	63%

SAGE data

Language Arts Overall School

2016-17 35% proficient

2017-18 38% proficient

Action Steps

Teachers explicitly taught skills to improve reading and writing mastery. Lesson objectives were included in lesson plans, stated at the beginning and end of each lesson, and included in curriculum maps. Teachers analyzed data, collaborated weekly for a minimum of 90 minutes, and created

common assessments. Physical education, character education, and science were included in the master schedule and provided to students. An extra science class was held each week for students through the hiring of a science teacher.

Behavioral Component

Teachers received training in CHAMPS before the beginning of the school year, and it was revisited as needed. Students received training in their classrooms on CHAMPS and citizenship.

Expenditures

Salaries and Employee Benefits	\$25,000
Software/Brainpop	\$3,090

Goal #2

We will use data analysis, tier one instruction, interventions, and extensions to ensure that all students will improve 35% from the pre-benchmark assessment to the post-benchmark assessment in Language Arts and Math.

Measurements of Growth

Math Pre/Post Benchmark data

Grade	Growth	Average % Prof.
K	n/a	79%
1st	60%	80%
2nd	33%	80%
3rd	54%	71%
4th	43%	63%
5th	46%	63%
6th	46%	67%
Overall	47%	72%

SAGE data

Math Overall School

2016-17	40% proficiency
2017-18	42% proficiency

Action Steps

Over the 2017-18 school year teachers focused on the big rocks in each grade level, and curriculum maps were developed. Teachers unpacked the standards in language arts, math, and science. Common formative assessments were created and implemented. Teachers met for 90 minutes of collaboration at minimum, each week. A science teacher was hired and taught extension classes for all grade levels.

Behavioral Component

Teachers received training in CHAMPS before the beginning of the school year, and it was revisited as needed. Students received training in their classrooms on CHAMPS and citizenship.

Expenditures

Salaries and Employee Benefits	\$15,832
Professional and Technical Services	\$2159
General Supplies	supplies were purchased from another budget

Actual Carry-over

Funds were carried over to the 2018-19 school year to pay part of the salary for our current Fine Arts teacher, so that teachers can participate in PLCs to look at student data, create common assessments, and collaborate on lesson planning.

Increased Distribution

Additional funds were spent on professional development in the area of Visible Learning. This was an emphasis for the 2017-18 school year.