

Trust land final report summary 2013-2014

1. The plan was followed as we proposed. Teachers worked with common assessments to determine intervention strategies. Each grade level had intervention aides to create smaller groups for re-teaching. Enrichment groups are often bigger so the remediation groups can be even smaller and more specific to each students needs. We have found IXL math and Timez Attack are good practice programs on the computer for math. I-ready has worked well for language arts. Both IXL and i-ready have good reports that help teachers stay informed of progress and challenges. Teachers to meet identified needs create language arts intervention assignments and practice. Writing on computers has direct transfer to language arts skills needing reinforced.

2. 2013-2014 data

We had three goals

1. Math for 3-6 grades. Those beginning the year at grade level were 77%. The end of year 80% of all 3-6-grade students tested at or above grade level. 7% of those scoring below were lifted to be at grade level.
2. Reading for 3-6 grades. Those beginning the year at grade level were 83%. The end of year 87% of all 3-6-grade students was at or above grade level. 4% of those scoring below grade level were lifted to be at grade level.
3. Reading for K-2 students. Those beginning the school year at grade level were 60%. The end of the year 76% of all K-2 students were at Benchmark. With an increase of 16% that is 26% of those below were lifted to be at Benchmark.

The amount of Trust Land funds received was \$41,861. \$27,548 was used for salary and benefits to employ intervention teaching assistants and tutors. \$13,740 was used to add with PTA funds to buy 2 i-pad labs on carts. We also purchased protective covers and some “apps”. The intervention assistants were used strategically, based on assessment data and teacher planning during Professional Learning Community time. We believe students have made progress with our model of intervention. We have been pleased to see progress in longitudinal data that indicate each year we have less students that start off with deficits.