

Land Trust Plan 2017 - 2018

Riverton Elementary School knows the value of teaming and working together to reach a common goal. As leaders in the exploration and experimentation with Professional Learning Communities (PLC) our faculty regularly collaborates on student issues to improve learning and citizenship. We continue to recognize the important role collaboration plays in school improvement and have linked Trust Lands funding to the essential questions that drive effective Professional Learning Communities:

1. What is it that we expect students to learn?
2. How will we know when students have learned it?
3. How will we respond when students haven't learned it?
4. How will we respond when students already know it?

Goal 1:

Our first goal correlates with the first and second essential questions listed above:

- What is it that we expect students to learn?
- How will we know when students have learned it?

Teachers will continue to implement the PLC process. Specifically, they will develop and refine their curriculum map, pacing guide, create and implement common formative and summative assessments and the resulting data analysis to identify the level of student learning, inform instruction, and assess and grade standing understanding according to core standards.

Deadline:

While the PLC process is ongoing in its nature, we will collect an updated version of teams' common curriculum map, pacing guide, and at least 3 Common Formative Assessments (CFA) and one common summative assessment at the end of the 2017-18 school year.

Academic Area:

Math and Language Arts

Measurement:

The following instruments may be collected as evidence of this goal:

- Teachers may provide an updated copy of their curriculum map or pacing guide for their grade level in math and language arts that outlines the curriculum and its relationship to the core.
- Teachers may develop common formative assessments for each unit, as well as using JSD post benchmark end-of-year assessment. They will show how these assessments are linked to their core standards.
- Teachers may use the assessments and work with their team to provide regular data analysis throughout the school year that will be used to discuss student progress and inform instruction (weekly PLC time).

Action Plan:

- ❖ Support teacher understanding of the core and to provide various strategies to implement the core in their classrooms through:
 - Conference Attendance
 - School Professional Development Activities
 - District In-Service Trainings
 - Data Team Collaboration Time
 - Peer Coaching/Modeling/Observing
- ❖ Provide teachers time to develop and refine common curriculum map and pacing guides that will help them align their instruction, develop common formative assessments and work through the resulting data analysis to determine the level of student learning and to inform instruction.
- ❖ Provide 17-hour assistants who assist teachers in organizing and actualizing interventions needs, data gathering and analysis that will be used to refine instructional practices.

Planned Expenditures:

Salaries and Employee benefits 8000

School professional development activities (Including but not limited to a teacher orientation to the school’s initiatives and the PLC process, peer coaching and observing, modeling, teacher substitutes, etc.) 1500

Professional development funding for conference attendance that focuses on the PLC process, core implementation, tier I and tier II instructional strategies, content area practices, etc. 5000

Goal 2:

Our second goal addresses the 3rd essential PLC question:

How will we respond when students haven't learned it?

The administrator, teachers, and classified assistants will organize, operate, and refine intervention strategies that focus on improving student learning and mastery of standards.

Deadline:

Ongoing

Academic Area:

Math and Reading

Measurement:

The following instruments may be collected as evidence of this goal:

- Intervention data may be tracked to indicate the effectiveness of intervention.
- Formative and Summative SAGE scores for language arts and math may be reviewed annually to assess students' growth over the course of the year.
- ELA Writing Benchmark, Guided Reading Levels, and DIBELS levels may also be reviewed to determine writing competency and reading comprehension levels.
- Teachers may use common formative or JSD benchmark assessments and the resulting data to identify and support students needing extra help and to inform instruction.
- Grade levels may create and implement SMART goals linked to student achievement and review those goals on a regular basis.

Action Plan:

- ❖ We will continue the implementation of our Tier II program during the day that allows teachers to focus on students who are not proficient on the core standards.
- ❖ We will provide aides to support the teacher in working with at-risk and on-grade level students that have been identified using common formative assessments.

- ❖ We will continue to provide technology (either hardware or software) that will allow teachers to differentiate instruction for students who are learning at a different pace.

Planned Expenditures:

Salaries and Employee benefits		48000
Software	RazKids, TTM, typing program	2000
Hardware	iPad minis for the robotic coding	
	Music instruments/sheet music for music program	
		1500

Goal 3:

Our third goal addresses the fourth and final PLC essential question:

How will we respond when students know it?

The administrator, teachers, and classified assistants will organize, operate, and refine extended learning opportunities for students who have demonstrated mastery of the standards.

Deadline:

Ongoing

Academic Areas:

Math and Language Arts

Measurement:

The following instruments may be collected as evidence of this goal:

- Intervention data may be tracked to indicate the effectiveness of the enrichment activities.
- Formative and JSD Benchmark scores for language arts and math may be reviewed annually to assess students' growth over the course of the year.
- JSD writing benchmark, SRI, Guiding Reading Levels, and DIBELS scores may also be reviewed to determine writing competency and reading comprehension levels.
- Teachers may use common formative and summative assessments and the resulting data to identify and support students needing enrichment.
- Grade levels may create and implement SMART goals linked to student achievement and review those goals on a regular basis.
- We may continue the implementation of the Tier II program during the day that allows teachers to focus on those students who have mastered the core standards and are in need of enrichment.
- Provide technology (either hardware or software) that will allow teachers to differentiate instruction for students who are learning at a faster pace.
- Provide teachers with additional materials for hands-on projects that enrich concepts in the core curriculum.

Action Plan:

- ❖ We will continue the implementation of our Tier II program during the day that allows teachers to focus on students who mastered the core standards.

- ❖ We will provide aides to support the teacher in working with students that have mastered common formative assessments.
- ❖ We will continue to provide technology (either hardware or software) that will allow teachers to differentiate instruction for students who are learning at a different pace.

Planned Expenditures:

General Supplies (assemblies, materials for hands-on projects, STEM materials include but not limited to robotics, math manipulatives, STEM challenge materials, science materials, etc.) 1000

Increased Distribution:

Additional funding will be used to provide collaborative time for teachers to team and develop assessments, pacing guides, curriculum maps, and for teachers to participate at conferences and/or professional training.