

Final Report 2017-2018

Spanish Oaks Elementary

Goal #1: The percent of students in grades 1-3 performing on grade level or making typical progress will improve from 84% to 86%.

Our goal was for the percent of students in grades 1-3 performing on grade level or making typical progress to improve from 84% to 86%. Teachers worked to improve tier one literacy instruction through staff development, administrative observation, team collaboration, personal study, data analysis. Technicians were hired to provide early interventions to students. Substitutes were hired to provide teacher teams time to collaborate. Professional development and support was funded to improve literacy instruction. Classroom technology was purchased to enhance reading and writing instruction. Intervention programs were purchased to support instruction and remediation. A take-home library and leveled-library were provided and maintained.

Goal #2: The percent of students in grades 4-6 performing on grade level or making typical progress will improve from 66% to 68%.

Our goal was that the percent of students in grades 4-6 performing on grade level or making typical progress would improve from 66% to 68%. To achieve this goal, teachers instructed using the Utah State Core Standards in mathematics, the CMI framework and district approved materials. Professional development was funded to improve mathematics instruction. Substitutes were hired to provide time for teacher teams to collaborate. Stipend was paid to after-school math lab teacher. Technicians were hired to provide early intervention and enrichment in mathematics. Classroom technology was purchased to enhance student understanding in mathematics instruction.

Goal #3: The percent of students in grades 4-6 performing on grade level or making typical progress will improve from 75% to 77%.

Our goal was that the percent of students in grades 4-6 performing on grade level or making typical progress would improve from 75% to 77%. To support this goal, substitutes were hired, allowing teachers to collaborate. Classroom technology was purchased to enhance science instruction. Professional development, materials and support were funded to improve science instruction. Stipend paid to mentor teacher to organize and develop science fair, to include direct instruction of students. School science fair participation was facilitated. Substitutes were hired to facilitate mentor coaching and teacher observations.

Goal #4: The number of integrated fine arts lessons, K-6, will maintain at, or increase from 1,058 by the end of the school year.

Our goal was that the number of integrated fine arts lessons, K-6, would maintain at, or increase from 1,058 by the end of the school year. To facilitate this goal, teachers were trained by district Fine Arts specialists in the district GAINS program. Teachers wrote lesson plans in one area of the fine arts curriculum and integrated fine arts into their curriculum maps. Substitutes were hired, allowing teachers to collaborate. Stipend(s) were paid to mentor teacher(s) to organize and develop EXTRA program(s) for students. Classroom technology was purchased to enhance fine arts instruction. Professional development, materials and support were funded to improve fine arts instruction.