

Final Report 2018-2019

Spanish Oaks Elementary

Goal #1: The percent of students in grades 1-3 performing on grade level or making typical progress will improve from 80% to 82%.

Our goal was for the percent of students in grades 1-3 performing on grade level or making typical progress to improve from 80% to 82%. Teachers worked to improve tier one literacy instruction through staff development, observations, team collaboration, personal study, and data analysis. Technicians were hired to provide early interventions to students. Substitutes were hired to provide teacher teams time to collaborate. Professional development was funded to improve literacy instruction. Classroom technology was purchased to enhance reading and writing instruction. Intervention programs were purchased to support literacy instruction. A take-home 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 76% to 78%.

Our goal was that the percent of students in grades 4-6 performing on grade level or making typical progress will improve from 76% to 78%. 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 80% to 82%.

Our goal was that the percent of students in grades 4-6 performing on grade level or making typical progress will improve from 80% to 82%. 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 was paid to mentor teacher to organize and develop science fair, to include direct instruction of students. School science fair participation 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 1,515 by the end of the school year.

Our goal was that the number of integrated fine arts lessons, K-6, will maintain at, or increase from 1,515 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 areas of the fine arts curriculum, integrated fine arts into their curriculum maps during the scheduled GAINS training at school, and executed the plans. Substitutes were hired, allowing teachers to collaborate. Stipends were paid to mentor teachers to organize and develop EXTRA programs, to include direct instruction of students. Classroom technology was purchased to enhance fine arts instruction. Professional development, materials and support were funded to improve fine arts instruction.