

2016-2017 Landtrust Final Report for Oquirrh Elementary School

Oquirrh Elementary used Land Trust money to achieve one main goal: Increase the number of students reaching proficiency and/or showing growth on the end-of-year testing. This main goal consisted of three sub goals that address the four essential questions of Professional Learning Communities (PLCs):

1. What knowledge and skills do we expect our students to learn?
 - Teachers will thoroughly understand the grade level core curriculum that they teach and will identify the essential concepts on which they will focus their instruction.
 - Teacher Curriculum mapping day June 9, 2016. Teachers were given training by the leadership team on choosing and unpacking essential standards. They were given time to work as teams to choose these and to unpack them and then develop a curriculum map for when they would be taught.
 - Grade level teams were given increased time, 50 min. daily, Monday - Thursday by the hiring of Rotation Specialists (Computer Lab, PE, Art, Science and Music). A portion of this time each week was spent reviewing and adjusting the curriculum map and scope and sequence and further unpacking the standards.
2. How will we know when students have learned the intended outcomes?
 - Teachers will regularly assess students using common formative assessments (quarterly benchmarks, unit tests, and brief weekly or biweekly assessments). Teachers will analyze the results of these assessments to identify students who have or have not learned the intended outcomes.
 - Grade level teams were given increased time, 50 min. daily, Monday - Thursday by the hiring of Rotation Specialists (Computer Lab, PE, Art, Science and Music). A portion of this time each week was spent on analyzing results of common formative assessments.
 - MasteryConnect became the method that teachers used to analyze the assessment data at the standard, item and student level.
3. How will we respond when some students do not learn? And, how will we respond when some students have achieved the intended outcomes?
 - Teachers will use the results of their assessment analysis to plan interventions for the students who did not learn and extended learning opportunities for the students who achieved the intended outcomes.
 - Teachers were given increased time 50 min. daily, Monday - Thursday, through the hiring of Rotation Specialists (Computer Lab, PE, Art, Science and Music). A portion of this time each week was used to analyze CFA data to determine groupings of students and develop plans for instruction during daily intervention periods.
 - Literacy and math assistants were also hired to support instruction during these daily intervention periods.

2016-2017 End of Year Assessment Data

DISTRICT MATH

	Beg.	End	Growth
K	5%	93%	88%
1	26%	85%	59%
2	31%	78%	47%
3	14%	66%	52%
4	23%	70%	47%
5	29%	67%	39%
6	29%	65%	36%

DISTRICT LITERACY - WRITING

	Beg.	End	Growth
K	1%	89%	88%
1	25%	48%	24%
2	24%	57%	33%
3	31%	66%	35%
4	41%	68%	27%
5	55%	57%	2%
6	53%	65%	12%

DISTRICT LITERACY - READING

	Beg.	End	Growth
K	20%	91%	71%
1	50%	83%	33%
2	29%	65%	36%
3	22%	58%	36%
4	37%	70%	32%
5	52%	57%	5%
6	56%	67%	11%

SAGE - MATH

Grade	2016	2017
3rd	30%	26%
4th	55%	42%
5th	46%	50%
6th	26%	32%

SAGE - ELA

Grade	2016	2017
3rd	28%	26%
4th	32%	26%
5th	34%	37%
6th	25%	30%