

School Land Trust Report 2022-2023

Goal #1:

This goal will be to raise academics in both Language Arts and Mathematics.

1. By May of 2023, Valley Elementary Students in grades K-6 will achieve 80% or more of students in grades K-6 at Valley Elementary School will be reading at grade level according to the End of the Year (EOY) DIBELS Assessment. Over the past couple years we have declined in our scores due to COVID school closure. In 2018-2019, before COVID we were at 74% proficiency. At the MOY assessment this year we are at 78% proficient. We would like to recover what was lost during COVID. Based on research and the RTI model, 80% mastery or above shows effective literacy instruction. To help determine if we are providing effective literacy instruction, our goal will be to reach or exceed 80% of our students meeting benchmark.
2. By May of 2023, Valley Elementary Students in grades 3-6 will increase our Math proficiency level from 53% average on the 2020-2021 RISE Math Assessment to 63% in the 2022-2023 RISE Math Assessment. This will make a growth of 10% percent. Once again COVID school closure had an impact on our achievement, before COVID we were up 10% from our last RISE assessment. We are expecting to be at 63% proficiency by May 2023.

Academic Areas:

1. Reading
2. Mathematics
3. Technology

Measurement Tools:

Summative Assessments will include: DIBELS Assessment and RISE Math Assessment.

Formative Assessments will include: Progress Monitoring, Spalding Spelling and Phonogram Assessments, Reach for Reading Assessments Go Math Assessments, KEEP Assessments and RTI's (Response to Interventions) data will be used by each grade level to discuss student progress towards reading and math goals.

Action Steps:

1. At the beginning of the 2022-2023 School year, students will be given the first of the DIBELS benchmark assessments to determine their reading proficiency. This test includes an assessment of their fluency, comprehension and accuracy. Teachers will meet in PLC's and

RTI's to discuss students regularly. Teachers will discuss data from this assessment and progress monitoring data to identify students needing additional support. These students will be given targeted interventions, which could consist of small groups, one on one instruction, Lexia, Reading Lab and Early/Next/Higher Steps. Students will be regularly progress-monitored throughout the school year. PLC's and RTI's throughout the year will help teachers monitor and adjust instruction based on student needs. Students will be given a Middle-of-Year DIBELS Assessment as well as Year-End Benchmarks at the end of the 2022-2023 School Year. These assessments will give a final analysis of student progress using their overall composite score.

2. Great success has been found as we allocate a greater number of paraprofessionals into classrooms to aide in reading and math instruction and small group interventions. We plan on hiring paraprofessionals to assist in the classrooms, providing smaller groups and more individualized instruction. Paraprofessionals will also take part in aiding the intervention, helping struggling students' progress towards their goal as well as helping with enrichment activities for high-achieving students. Evidence based research highlights the importance of collaboration and the high level impact it has on student achievement. To make collaboration time available, aides will be allocated to help with P.E activities and/or Art/Music to enable teachers to collaborate and complete the other activities listed in the previous paragraph.

3. The use of Educational software has been extremely useful in aiding instruction. In order to facilitate this, we plan to purchase new Chromebooks so that we can maintain our 1:1 status. which will aide and reinforce classroom instruction and key math concepts.