

2013-14 Land Trust Summary

Goal #1: We hired a new teacher for the 2013-14 school-year to work with our at-risk students. We trained her in AVID strategies in hopes of using these strategies to help with the development of this population of students. Many of our “diggers” students showed progress throughout the year in their academic performance. However, we also had many that showed little or no progress. We use this program to try and remediate those students who are in danger of dropping out or falling so far behind that they will not be able to meet their graduation requirements. We continue to try and find ways to engage this population and to help them be successful in the regular school program.

Our before and after data for our “Diggers” program is limited, as our new teacher left us after only one year in the program however, I do have some measures of progress for this population of students.

Goal #2: All of our English Language Learners that scored below level 3 on the UALPA testing were placed in an English Language Acquisition class. Because of the large number of students requiring language services, we had to expand our course offerings from 1 section to 2 sections. This class was supposed to use EDGE software provided by National Geographic to help teach students and to measure progress in language acquisition however, we did not have access to this program during the 2013-14 school year. Our only measure of progress is the placement test that we give each year. This year we transitioned from UALPA testing to a WIDA model, therefore we have very little data regarding the progress of this population of students.

Goal #3: During the 2013-14 school year we taught four sections of math lab. Two of these courses were paid for with land trust funds and two with other funds. These classes were designed to serve as a “double dose” of math for those students that are severely behind their peers. 2013-14 was our first year of implementing a math lab with this specific purpose and it was a successful endeavor. We were able to make academic progress with many students as well as recover graduation credit for many of those students.

Goal #4: We purchased a classroom set of IPAD minis to be used in conjunction with CANVAS, a student learning management system. The IPADs that were used in the CANVAS pilot were purchased and used during the 2013-14 school year. They were used as a pilot to implement CANVAS into our regular school curriculum. CANVAS is no longer just a pilot program at Jordan High as we have integrated it into many of our subjects throughout the building. The CANVAS pilot from 2013-14 helped make this possible by introducing our teachers and students to the capabilities of this program. I have attached a short testimonial from the teacher that used the IPADs in this pilot.

My instruction has been enhanced significantly by the use of iPads in my classroom. This resource allows my students to quickly access research information through library databases and guided internet resources. Webquests have made teaching historical context fun and interactive. Additionally, the support of apps like HaikuDeck have given my students a chance to create visual portfolios of their knowledge. For example, my students use the app to create a compare and contrast of character traits or a rewrite of a fairy to show their understanding of archetypes. Participation has increased throughout the use of apps like Socrative which ask students to contribute answers towards a common

goal. Some students who are less inclined to speak up in class are more likely to click a button sharing their thoughts. What I have found most helpful is giving my students ownership of their own learning and knowledge of technology. Digital citizenship will be vital for our society- my students are learning first-hand what it means to communicate effectively and use technology to contribute to our classroom community.

When I submitted the school land trust plan for 2013-14, I allocated funding based on the cost of the teachers I had in place at the time of the plan submission. After submitting the plan, we hired a new teacher to teach our at-risk (Diggers) as well as our English Language Learner students. This new teacher was much less expensive than the personnel that were in place at the time of the plan submission. The money was used to pay for the programs listed in the plan, but the actual cost to provide these services was much less than originally anticipated. This resulted in a large carryover of funds.

Additionally, we had allocated a portion of our funding (\$9,000.00) to pay for a part-time aid to help with identifying and serving our at-risk students. This position was never filled. This also contributed to our large carry-over in funds.