

2012-2013 School Land Trust Final Report Summary for Diamond Ridge Elementary

Our goal is to improve student Language Arts achievement by having 80% of our students overall reach Benchmark on the Dibel's Composite score by the end of the school year.

All students were assessed using Dibels Next or mClass reading tests. From that data any students in an intensive or strategic range were given the Core Phonics Survey. Those identified as needing additional support were given the opportunity to attend a phonics reading intervention class or a fluency reading intervention class. Any student in an intervention class was progressed monitored weekly or bi-weekly. Our paraprofessionals supported readers in Kindergarten, first grade and in our reading intervention classes for grades two through six. Progress monitoring and midyear benchmark scores are utilized to adjust placements and to adapt curriculum throughout the year as needed

How our Language Arts academic performance was improved...

mClass: Dibels Testing Data			
GRADE	Beg Year	Mid Year	End Year
kindergaraten	56%	84%	95%
first grade	73%	76%	75%
second grade	87%	88%	91%
third grade	83%	90%	92%
Dibels Next: Dibels Testing Data			
fourth grade	61%	78%	85%
fifth grade	60%	70%	80%
sixth grade	83%	78%	94%

Our goal is to improve student Math achievement by having 75% of our students overall score in Tier 3 or Tier 4 on each Acuity Math Post test.

We hired a computer lab aide who worked approximately 28 hours per week administering district testing, pulling data for teachers, and supporting students on math practice programs. Each student was given the Acuity pre test. from that data curriculum and or instruction was modified to fit the needs of the students. A post test was then given and the data was used to compare growth and determine if additional support was still needed. Paraprofessionals were given limited amounts of time to help support students with basic facts until we purchased, through other funds, a computer based program that could render this service and give teachers more accurate feedback. Teachers and administration spent time sharing information that supported effective math instruction. The book Accessible Math was purchased, from other funds, to stimulate teacher discussions between grade levels and to further support our goal to improve math achievement.

How our Math academic performance was improved...

Percentage of students in Tier 3 and Tier 4 Acuity Math Benchmark

Grade	Pre Test/Post Test Form A	Pre Test/Post Test Form B	Pre Test/Post Test Form C	Pre Test/Post Test Form D
1	53/72	47/68	68/82	65/84
2	60/80	45/78	56/84	63/87
3	42/65	33/61	39/69	NA
4	43/66	36/64	32/66	NA
5	38/75	34/67	40/73	NA
6	39/77	33/68	34/82	NA