

School Plan 2020-2021 - Wasatch EL

Goal #1 Goal

As determined by the Community Council board, our selection of goals is based on what is felt to be our greatest needs. Our first goal, our highest priority, is to meet individual student learning needs. In determining these needs the Council has taken into account our school-wide goal of increasing the percentage of students scoring on benchmark or above benchmark on the Acadience Reading BOY to EOY and RISE Language Arts by 2% in each grade level. We will also increase the percentage of students reading typical, above typical, or well above typical progress by 3% based on Acadience Reading MOY to EOY in each grade level. We would like to support this goal by reducing classroom sizes through paying for the salary and benefits of an additional FTE (teacher) to our teacher numbers. Our district has projected 29.0 FTE for next year, and we would like to increase by one teacher, paid by Trust Lands funds, to 30.0 FTE.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Social Studies

Measurements

(1) Teachers will measure each 1st through 6th grade students' reading proficiency by administering the Acadience assessment three times a year. Progress monitoring assessments will then be administered throughout the year for students scoring Below Benchmark or Well Below Benchmark to measure student progress. In addition specific goals will be set for each student through Pathways of Progress tools within the Acadience program, to aim for growth for ALL students. Administration, teachers, grade level teams, intervention teams, and the school wide data team will analyze the data to target specific learning needs.

(2) Third through sixth grade students are given the state RISE (Readiness, Improvement, Success, Empowerment) test annually; one section of this test focuses on Language Arts and Writing, another section focuses on Science. These scores will be used to gauge overall progress of 3rd through 6th grade students.

A school wide data tracking spreadsheet will be used to record student progress.

Action Plan Steps

(1) We will reduce classroom sizes through paying for the salary and benefits of an additional FTE (teacher) to our teacher numbers. Our district has projected 29.0 FTE for next year, and we will increase by one teacher, paid by Trust Lands funds, to 30.0 FTE.

(2) Teachers will measure each 1st through 6th grade students' reading proficiency by administering the Acadience assessment three times a year. Progress monitoring assessments will then be administered throughout the year for students scoring Below Benchmark or Well Below Benchmark to measure student progress. In addition specific goals will be set for each student through Pathways of Progress tools within the DIBELS programs, to aim for growth for ALL students. Administration, teachers, grade level teams, interventionist teams, and the school wide data team will analyze the data to target specific learning needs.

(3) Third through sixth grade students are given the state RISE test annually; one section of this test focuses on Language Arts and Writing, and one section focuses on Science. These scores will be used to gauge overall progress of 3rd through 6th grade students.

A school wide data tracking spreadsheet will be used to record student progress.

Expenditures

Salaries and Employee Benefits (100 and 200)	Approximate cost for one teacher salary and benefits will be \$78,000.	\$78,000
	Total:	\$78,000

Goal #2

Goal

As determined by the Community Council board, our selection of goals is based on what is felt to be our greatest needs. Our first goal, our highest priority, is to meet individual student learning needs. In determining these needs the Council has taken into account our school-wide goal of increasing the percentage of students scoring on benchmark or above benchmark on Acadience Reading BOY to EOY by 2% in each grade level. We will also increase the percentage of students reading typical, above typical, or well above typical progress by 3% based on Acadience Reading MOY to EOY in each grade level. If there are additional funds from the plan estimate, we will pay for the salaries of additional interventionists to assist teachers in the implementation of Language Arts support. If more interventionists are needed to support school goals than what the budget allows, they will be funded through local school budgets. We project that we will have enough funds at the current Land Trust Funds to pay for two interventionists.

Academic Areas

- Reading
- Writing

Measurements

(1) Teachers will measure each 1st through 6th grade students' reading proficiency by administering the Acadience assessments three times a year. Progress monitoring assessments will then be administered throughout the year for students scoring Below Benchmark or Well Below Benchmark to measure student progress. In addition specific goals will be set for each student through Pathways of Progress tools within the Acadience programs, to aim for growth for ALL students. Administration, teachers, grade level teams, interventionist teams, and the school wide data team will analyze the data to target specific learning needs.

(2) Third through sixth grade students are given the state RISE test annually; one section of this test focuses on Language Arts and Writing. These scores will be used to gauge overall progress of 3rd through 6th grade students.

A school wide data tracking spreadsheet will be used to record student progress.

Action Plan Steps

1. An Acadience baseline assessment will be given at the beginning of the school year. The data will be used to place all students on a growth trajectory.
2. Data will be assessed and students scoring Well Below Benchmark, Below Benchmark, or making little progress will be prescribed instruction that will provide students with the needed skills to make progress toward being on Benchmark.
3. Interventionists will be hired and trained in order to assist classroom teachers with small group instruction and targeted student interventions.
4. Students will receive prescribed instruction in small groups from trained teachers or interventionists, using Multi-tiered Systems of Support (MTSS) programs: Spire, 95% Group, or WonderWorks. These programs support students in Phonemic Awareness, Phonics, Fluency, and Comprehension.
5. Acadience progress will be reviewed by teachers and interventionists in weekly Professional Learning Communities (PLCs) to determine services provided to at risk students in Language Arts.
6. Electronic records will be kept to provide information as teachers and administrators meet in monthly data team meetings to discuss and track student progress.

Expenditures

Professional and Technical Services (300)	Salary of a 29 hour instructional assistant estimating \$6,946 each	\$26,000
	Total:	\$26,000

Summary of Estimated Expenditures

Salaries and Employee Benefits (100 and 200)	\$78,000
Professional and Technical Services (300)	\$26,000
Total:	\$104,000

Funding Estimates

Estimated Carry-over from the 2019-2020 Progress Report	\$7,050
Estimated Distribution in 2020-2021	\$97,663
Total ESTIMATED Available Funds for 2020-2021	\$104,713
This number may not be a negative number Total ESTIMATED Carry Over to 2021-2022	\$713

Summary of Estimated Expenditures For 2020-2021	\$104,000
This number may not be a negative number Total ESTIMATED Carry Over to 2021-2022	\$713

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the district, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

If there are additional funds from the plan estimate, we will hire additional instructional assistants to assist teachers in the implementation of Language Arts interventions. Currently, if more instructional assistants are needed to support school goals they will be funded through local school budgets. If there are more additional funds, they will be used to purchase interactive TVs to replace expired promethean boards. This will help achieve our goals by increasing student engagement and improving teacher instruction.

Publicity

- Letters to policy makers and/or administrators of trust lands and trust funds.
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

Council Plan Approvals

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