

# School Plan 2019-2020 - 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 our Language Arts scores by 2% in grades 1-6 by the end of May 2020 in both DIBELS scores (1st -6th grades) and the RISE test scores (3rd-6th grades). 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 30.0 FTE for next year, and we would like to increase by one teacher, paid by Trust Lands funds, to 31.0 FTE.

## Academic Areas

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

## Measurements

- (1) Teachers will measure each 1st through 6th grade students' reading proficiency by administering the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screener 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. Kindergarten students will be assessed in the same manner twice a year.
- (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 30.0 FTE for next year, and we will increase by one teacher, paid by Trust Lands funds, to 31.0 FTE.
- (2) Teachers will measure each 1st through 6th grade students' reading proficiency by administering the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screener 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. Kindergarten students will be assessed in the same manner twice a year.
- (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

Category	Description	Estimated Cost
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, another goal is to increase language arts and math scores by 2%. In order to achieve this we will address behavior and safety concerns on the playground, as well as supporting our school-wide Positive Behavior Intervention System (PBIS), which supports our academic goals by keeping students in class during instructional time instead of the LSR for misbehavior due to misbehavior on the playground or during other activities.

## Academic Areas

- Reading
- Mathematics
- Writing
- Science
- Social Studies
- Health
- Foreign Language

## Measurements

- (1) Our goal is to reduce the number of referrals to the LSR by another 10% so students can be in the classroom receiving academic instruction, which we feel will support our academic goal #1 of increasing our Language Arts scores by 2% .
- (2) We will measure this through monthly LSR reports to see if negative behavior is decreasing on the playground by comparing behavior statistics from our 2018-19 LSR report, which will result in decreased student referrals to the LSR.
- (3) From an annual Playworks survey of administrators, teachers, and support staff, our goal is to see improvement in students who are engaged in more vigorous physical activity, a decline in bullying reports, fewer minutes transitioning from recess to learning activities, and a higher rating of students feelings of safety at school.
- (4) We expect to see increased scores in all subject areas such as reading, writing, math, science, health, social studies, and foreign language in our DLI classes due to increased time for instruction and learning.

## Action Plan Steps

1. The administration will collaborate with an onsite Playworks recess expert to empower the Wasatch playground supervisors and PE teams.
2. An onsite coordinator will teach, model, and empower a sustainable recess program for one week each month during the school year.
3. Wasatch will designate a recess coach and recess team to support safe, healthy play at recess, and during transitions.
4. Student leadership will be further cultivated in the 2019-20 school year through the Junior Coach program.

Last year an amendment to the State Board Rule defining appropriate uses of the School Land Trust funds, approved to broaden the definition of academic to include behavioral programs and practices that directly support an academic goal was put in place. The recommendation also included increasing the character education or student leadership component that directly supports an academic goal. After evaluating our behavior data in the 2017-18 school year and finding that approximately 40% of our behavior and safety concerns happen during recess time, we used the funds to implement a playground support program. In analyzing our data this year, we found that academic time due to time spent in our Life Skills Rooms as a consequence of behavior concerns during recess has decreased by 20% this school year. Our goal was to reduce the time students spent in the LSR where they miss instructional time in the classroom. We implemented the Playworks TeamUp Program which has improved school climate and allows teacher to more effectively teach students, as well as diminish the time students spend in the LSR, missing instructional time. Playworks has supported our PBIS, both inside and outside of the classroom. It has created a positive environment where all students feel included, stay active, and build valuable social and emotional skills. Interpersonal competencies has included class readiness, on-task behavior, transitioning from recess to learning. Climate/safety outcomes have improved through anti-bullying, inclusiveness, student ownership of recess activities, student safety, and student use of positive language. We recommend that we continue the use of the Playworks program for the 2019-20 school year, and contribute a portion of Trust Lands funds to pay for a portion of the program.

## Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	The Playworks TeamUp Program will improve school climate and allow teachers to more effectively teach in the classroom. Playworks will support our PBIS, both inside and outside of the classroom. It will create a positive environment where all students feel included, stay active, and build valuable social and emotional skills. Interpersonal competencies will include class readiness, on-task behavior, transitioning from recess to learning. Climate/safety outcomes will include anti-bullying, inclusiveness, student ownership of recess activities, student safety, and student use of positive language. The program also has a Junior Coach component that enables fifth and sixth grade students to build and exhibit leadership skills.	

## Expenditures

Category	Description	Estimated Cost
Professional and Technical Services (300)	A professional service provided by the Playworks Program	\$7,000
	Total:	\$7,000

## Goal #3 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 our Language Arts scores by 2% in grades 1-6 by the end of May 2020 in both DIBELS scores (1st -6th grades) and the RISE test scores (3rd-6th grades). 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 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screener 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. Kindergarten students will be assessed in the same manner twice a year.

(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. A DIBELS 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. DIBELS 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. A visual data board and 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

Category	Description	Estimated Cost
Professional and Technical Services (300)	Salaries of two part-time (29 hour) instructional assistants estimating \$6,946 each; totaling approximately \$13,892	\$13,892
	Total:	\$13,892

## Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Employee Benefits (100 and 200)	\$78,000
Professional and Technical Services (300)	\$20,892
Total:	\$98,892

## Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2018-2019 Progress Report	\$0
Estimated Distribution in 2019-2020	\$98,892
<b>This number may not be a negative number</b> Total ESTIMATED Carry Over to 2020-2021	\$0

Estimates	Totals
Total ESTIMATED Available Funds for 2019-2020	\$98,892
Summary of Estimated Expenditures For 2019-2020	\$98,892
This number may not be a negative number Total ESTIMATED Carry Over to 2020-2021	\$0

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.

## 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

Number Approved	Number Not Approved	Number Absent	Vote Date
11	0	1	2019-03-08

## Plan Attachments

Upload Date	Title	Description
2019-03-29	<a href="#">DIBELS Progress Report</a>	Comparison of District and School DIBELS reports from 2017-18 to 2018-19
2019-03-29	<a href="#">Playground Behavior and Injury Reports</a>	Comparison of School Playground Behavior Incident Report and Injury Report for 2017-18 through 2018-19

## Plan Amendments

### Approved Amendment #1

**Number Approved:**

11

**Number Not Approved:**

0

**Absent:**

1

**Vote Date:**

2020-03-18

**Explanation for Amendment:**

This amendment is needed due to changes in staffing needs. Our Trustland funds were only needed to cover .5 FTE rather than 1.0 FTE for the 2019-2020 school year. In support of Goal #1: 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 our Language Arts scores by 2% in grades 1-6 by the end of May 2020 in both DIBELS scores (1st -6th grades) and the RISE test scores (3rd-6th grades). And support of Goal #3: 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 our Language Arts scores by 2% in grades 1-6 by the end of May 2020 in both DIBELS scores (1st -6th grades) and the RISE test scores (3rd-6th grades). We will purchase 5 interactive TVs to replace old promethean

boards. This will apply to both academic goals by increasing student engagement and improve teacher instruction. The total cost of these TVs will be \$13,485.