School Plan Approval Details

Submitted By:
NATHAN JUSTIS

Submit Date:
2019-05-16

Admin Reviewer:
Karen Rupp

Admin Review Date:
2019-05-16

District Reviewer:
Karen Rupp

District Approval Date:
2019-05-16

Board Approval Date:
2019-05-16

Goal #1

Goal
Grade levels will meet specific reading goals by the end of the year as outlined in the school literacy plan.

Academic Areas
- Reading
- Writing

Measurements
- DIBELS/Acadience administered and reported 3x/year
- RISE administered 1-2x/year
- Teacher-Developed Common Formative Assessments

Action Plan Steps
Each of the steps listed below will be implemented and followed by all classroom teachers.
Through time allocated for curriculum development teachers are working on the activity plan. In addition, specific professional development opportunities are being implemented to help in the accomplishment of this goal.
1. Follow a guaranteed and viable scope & sequence map aligned with Utah Core Standards
2. Emphasis on unpacking and sequencing reading standards.
3. Develop and teach standards-based units and assessments.
4. Teach Common Core vocabulary.
5. Pursue innovative opportunities to integrate curriculum.
6. Grade level and vertical collaboration through PLC's.
7. Professional Development that is scaffolded, relevant, and researched-based.
8. Differentiation and intervention through a comprehensive RtI program. Specific books are purchased for the use in RtI to provide appropriately leveled materials for students ($500).

9. Books will also be purchased for our leveled library to support areas of need for students, including in Tier I and Tier II instruction ($2000).

<table>
<thead>
<tr>
<th>Expenditures</th>
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</thead>
<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>Professional and Technical Services (300)</td>
</tr>
<tr>
<td>General Supplies (610)</td>
</tr>
<tr>
<td>Library Books (644)</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
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**Goal #2**

Goal

85% of students in grades 3-6 will be proficient in end-of-year RISE Math assessments 85% of students will be proficient in K-2 Skills Math Assessments

**Academic Areas**

- Mathematics

**Measurements**

- Grade level skills assessment
- RISE administered 1-2x/year
- Teacher-developed common formative assessments.

**Action Plan Steps**

Each of the steps listed below will be implemented and followed by all classroom teachers. Through time allocated for curriculum development teachers are working on the activity plan. In addition, specific professional development opportunities are being planned to help in the accomplishment of this goal.

1. Follow a guaranteed and viable scope & sequence map aligned with Utah Core Standards
2. Review unpacked standards for math
3. Develop and teach standards-based units and assessments.
4. Teach Utah Core vocabulary.
5. Pursue innovative opportunities to integrate curriculum.
6. Grade level and vertical collaboration through PLC’s.
7. Professional Development that is scaffolded, relevant, and research-based.
8. Materials will be purchased to support all learners needs at their instructional level (algebra tiles, base 10 systems, manipulatives, etc.). These materials will be used in both classroom instruction and during RtI.

<table>
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<tr>
<td><strong>Total:</strong></td>
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</tbody>
</table>

**Goal #3**
Goal

85% of students will be proficient according to grade level rubrics for writing.

Academic Areas

- Writing

Measurements

RISE Writing Assessment 1-2x/year for 5th grade
Grade level rubrics, scoring, and sharing.
RISE Benchmark assessments in grades 3-6
Utah Compose in grades 3-6

Action Plan Steps

Teachers will continue work on unpacking writing standards and developing the most effective strategies for improving instruction. Through the support of Curriculum Development days and Professional Development, specific rubrics and strategies will be put into place, and used as a topic of collaboration and vertical articulation. The steps outlined below will be followed to complete our goals for writing.

1. Follow a guaranteed and viable scope & sequence map aligned with Utah Core Standards
2. Finish unpacking standards for writing
3. Creation of grade level goals, and school-wide scope and sequence for writing
5. Professional development for effective writing strategies.
6. Differentiation and intervention; methods for supporting student success.
7. Handwriting without Tears program will be purchased for students in grades 1-3 to prepare them for success in writing. Students will learn proper technique in writing as they are taught other foundational writing skills.
8. Keyboarding without Tears, a subset of Handwriting without Tears, will be utilized to build the keyboard skills of students beginning in grade 2. This software allows students to practice and improve which will be a benefit for SAGE assessments which include typing.

Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional and Technical Services (300)</td>
<td>Professional Development will be provided for teachers to support the most-effective practices in writing within their classrooms. Teachers will be working with experts at Utah State University and throughout the field to receive specific training meeting their needs. This can include advanced coursework and attendance at regional and national conferences.</td>
<td>$3,000</td>
</tr>
<tr>
<td>Textbooks (Online Curriculum or Subscriptions) (642)</td>
<td>The Handwriting Without Tears program (which includes Keyboarding Without Tears) is used in grades K-3 to develop the transcriptional fluency necessary for writing development. Teachers use the program to teach both manual and cursive handwriting at a developmentally appropriate level while supporting students fine motor skills.</td>
<td>$5,000</td>
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<td>Total: $8,000</td>
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Goal #4

Goal

80% of students in grades 4-6 will be proficient in end-of-year RISE science assessments. 85% of students will be proficient in teacher-developed common formative assessments in science.

Academic Areas

- Science

Measurements

RISE Assessment 1-2x/year
Project-based learning with rubrics
Teacher developed common formative assessments
RISE Benchmark assessments in grades 3-6
Action Plan Steps

The steps of the activity plan are outlined below and will be followed to assure students make adequate progress and achievement in science.

1. Follow a guaranteed and viable scope & sequence map aligned with Utah Core Standards
2. Unpack standards for science
3. Include community experts with class instruction and utilize USU resources
4. Provide authentic science practice. Supplies will be purchased for STEM initiatives and classroom maker-spaces to support inquiry-based science instruction.
5. Professional Development on inquiry-based science instruction
6. Differentiation and intervention, particularly on science vocabulary

Expenditures

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<tr>
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<th>Description</th>
<th>Estimated Cost</th>
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</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits (100 and 200)</td>
<td>Teachers will be paid for participation in extra science curriculum development and training outside of contract time.</td>
<td>$4,000</td>
</tr>
<tr>
<td>Professional and Technical Services (300)</td>
<td>Professional Development will be provided for teachers to support the most-effective practices in science within their classrooms. With the implementation of new science standards in the upcoming school year, this funding will be used to prepared teachers with time and resources to deliver the content. They will also be spending multiple days during the summer working on curriculum development. Teachers will also be working with experts at Utah State University and throughout the field to receive specific training meeting their needs. This can include advanced coursework and attendance at regional and national conferences.</td>
<td>$10,000</td>
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<tr>
<td>General Supplies (610)</td>
<td>Supplies will be purchased to support the implementation of the new science standards. These standards focus on a hands-on inquiry approach that requires teachers to have access to science tools and materials. The materials will be cataloged in the science closet and available for teachers to use during instruction.</td>
<td>$8,000</td>
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<tr>
<td>Library Books (644)</td>
<td>Books will be purchased for our Leveled Library to support areas of need for students. These books are used for Tier 1 &amp; 2 instruction and are available for all aides and teachers to check out.</td>
<td>$2,000</td>
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Total: $24,000

Goal #5

Goal

Increase academic achievement in reading, math, writing, and science by assisting students in developing organization and self leadership skills.

Academic Areas

- Reading
- Mathematics
- Writing
- Science

Measurements

Improved student performance on RISE and Acadience (DIBELS)

Action Plan Steps

1. Utilize the Leader in Me program to help students develop self-management skills that will allow them to be successful in an academic setting.
2. Monitor use of the Leader in Me program through surveys and classroom observations.

Behavioral Component

<table>
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<tr>
<th>Category</th>
<th>Description</th>
<th>Final Explanation</th>
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</thead>
<tbody>
<tr>
<td>Behavioral/Character Education/Leadership Component</td>
<td>The Leader in Me program has been shown to assist students in developing self-management and organization skills necessary for academic success. We have found that the skills and mindset promoted by this program help students set and achieve academic goals, attend to their academic work, and assist others in their academic progress.</td>
<td></td>
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Expenditures
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?

The increased distribution will be used to provide additional professional development for teachers that address each of the goals. We are implementing a proposal process for teachers to attend regional and national conference with accountability for presenting information to all faculty upon return. These extra funds will be used to support this initiative and provide teachers with current training and research regarding the delivery of most effective practices in our goal areas.

Publicity

• Sticker and stamps that identify purchases made with School LAND Trust funds.
• School newsletter
• School website

Council Plan Approvals

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<tr>
<th>Number Approved</th>
<th>Number Not Approved</th>
<th>Number Absent</th>
<th>Vote Date</th>
<th>Board Approval Date</th>
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<td>0</td>
<td>1</td>
<td>2019-03-11</td>
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Amendment

Need to amend this school plan?

No Comments at this time