

School Plan 2021-2022 - Escalante Valley School

School Plan Approved

School Plan Approval Details

Submitted By: Allison Drake

Submit Date: 2021-05-20

Admin Reviewer: Karen Rupp

Admin Review Date: 2021-05-26

LEA Reviewer: Roy Mathews

LEA Approval Date: 2021-05-26

Board Approval Date

Goal #1

State Goal

We will increase our beginning of year Acadience (formerly DIBELS) scores in grades K-6 from 40% proficiency to 75% proficiency by the end of the year assessment. Due to the fact that we did not acquire data from RISE at the end of the 2019-2020 school year, our school will evaluate data collected at the end of the 2020-21 school to set a baseline for future math and literacy goals. These goals will be determined during our beginning of year data meeting.

Academic Area

- Educational Technology/Library/Media
- English/Language Arts
- Fine Arts
- Mathematics

Measurements

The specific measurements will be taken from RISE Benchmark, Interim, and Summative Assessments (grades 3-6). Acadience assessments and data will also be collected and used within all grades (K-6). District-wide and grade-level based GVCs will be used within each grade. The data collected from these assessments will be entered into Mastery Connect and discussed during monthly PLC and BLT meetings. Go Math unit tests, CKLA assessments and teacher and/or district created CFA materials relating to GVC goals will also be used.

Action Steps

Our school is organized into a building leadership team (BLT), PLCs consisting of lower grades (K-3) and upper grades (4-6), and individual teacher accountability to their classes. PLCs are held twice per month, while BLT meetings are held once per month. Additionally, teachers meet individually with the principal and special education teacher to discuss interventions needed for individual students.

Both summative and formative assessments guide discussions during regular team meetings. These assessments help determine the specific learning needs of the students, which ultimately aid the faculty in arranging appropriate intervention and extension learning groups. If students are below proficiency, interventions are provided to help students reach mastery. Grade-level GVCs and school-wide goals are tracked using Mastery Connect, data binders, spreadsheets, or other tracking tools. Various intervention resources are provided to students who lack appropriate knowledge or skills. As a staff, we are constantly looking for new strategies to improve our instruction. Evidence-based strategies are regularly discussed so that teachers and teaching assistants can implement them, as needed.

Planned Expenditures		
Category	Description	Estimated Cost
		Total: \$13,842.85
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Specialist to help students and teachers will integration of classroom technology (\$812.03), Art Specialist from BTSALP who is shared with Three Peaks Elementary (\$2,100), Music Arts Specialist to direct choir and coordinate winter choir event (\$541.35), and math specialist to assist with our math SMART goals (\$10,389.47)	\$13,842.85

Digital Citizenship/Safety Principles Component

No

Goal #2
State Goal

We would like to set a reading goal for our K-3 literacy by using the DIBELS Acadience as the assessment tool. We would like to move our students from 40% proficiency at the beginning of the year to 75% proficiency by the end of the year.

Academic Area

- English/Language Arts

Measurements

DIBELS Acadience assessments will be given to students three times during the course of the school year; beginning, middle and end of the year. The assessments will allow teachers to accurately monitor student learning and growth throughout the school year. Additionally, RLA will be used at the beginning of year in order to place students in appropriately leveled reading groups. RLA assessments will be given to students at the beginning and end of the year in order to gauge reading progress.

Action Steps

We will help students achieve this goal by focusing on phonemic and phonological awareness. Students will be placed in small focus groups, based on abilities and results of RLA and DIBELS Acadience assessments. In addition, interventions will be provided to students to ensure all academic needs are being met. Interventions will include the UURC (University of Utah Reading Clinic) research-based Early Steps, Next Steps and Higher Steps. Tier 1 text, small group instruction, STAR reading, and Read Naturally will also be implemented into intervention possibilities. K-3 students will participate in Lexia Core 5 with complete fidelity, with students in grades 4-5 using the program as needed. Pending the state grant, Waterford will be another supplemental technological tool.

Progress monitoring will be provided to at-risk students twice per month. Data collected during progress monitoring will be discussed regularly among faculty, and during PLC and BLT meetings.

Implementation of technological apps, tools, and resources will also be used to help reach our goals. Through this process, digital citizenship will be taught and reinforced across all grade levels.

Planned Expenditures

Category	Description	Estimated Cost
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		Total:	\$1,405.15
Software < \$5,000	In an effort to increase reading proficiency, further literacy assistance will be provided to students through the use of technology related materials or programs, such as Waterford or Amplify student licenses. If funding still permits, we will consider purchasing more iPads for use of literacy apps within classrooms, and for increasing the amount of devices staff could use for progress monitoring and assessing DIBELS Acadience.		\$1,405.15
Digital Citizenship/Safety Principles Component No			

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Total:	
	\$15,248
Software < \$5,000	\$1,405.15
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$13,842.85

Funding Estimates

Estimates	Totals
Carry-over from 2019-2020	\$585.23
Distribution for 2020-2021	\$16,636
Total Available Funds for 2020-2021	\$17,221.23
Estimated Funds to be Spent in 2020-2021	\$15,248
Estimated Carry-over from 2020-2021	\$1,973.23
Estimated Distribution for 2021-2022	\$15,248
Total Available Funds for 2021-2022	\$17,221.23
Summary of Estimated Expenditures for 2021-2022	\$15,248

Estimated Carry-over to 2022-2023	\$1,973.23
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The Estimated Distribution is subject to change if student enrollment counts change.

Estimated Carry-over

Please explain why the Estimated Carryover to 2022 - 2023 of \$1973.23 is more than the 10 % of the Estimated Distribution for 2021 - 2022 of \$15248.

The estimated carryover is more than 10% of the estimated distribution for 2021-2022 due to salaries. Hours and days off from work are somewhat unpredictable when working with hourly employees.

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, 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 council discussed how to spend funding to implement goals, and it was decided to either add to the allocations for technology (licenses or otherwise) or to increase hours of a paraprofessional already paid through this funding.

Publicity

- School assembly
- School newsletter
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2021-05-19