

School Plan 2019-2020 - Jordan Hills EL

School Plan Approved

School Plan Approval Details

Submitted By:

Leilani Brecht

Submit Date:

2019-06-26

Admin Reviewer:

Natalie Gordon

Admin Review Date:

2019-06-10

District Reviewer:

Nadine Page

District Approval Date:

2019-06-26

Board Approval Date:

2019-05-14

Goal #1 Goal

Our first goal examines the first essential question. 1. What knowledge and skills should every student acquire as a result of instruction? Through implementation of the PLC process, teachers will develop common curriculum maps and inquiry cycles that will allow them to create common formative assessments that measure student learning. Teachers will also examine data from the previous year to determine a learner-centered problem and will collaborate to develop professional development activities for the school that strengthen instructional strategies. We will administer pretests and post tests in language arts and math as well as Acadience assessment. By the end of the 2019-20 school year, we want students to grow an average of 35% or higher on these assessments. We also want to see a 3% increase in proficiency as well as reduce below level and well below level proficiency by 3%.

Academic Areas

- Reading
- Mathematics

Measurements

The following instruments will be collected as evidence of this goal:

1. Updated common curriculum maps provided by Jordan School District and inquiry cycles from each teacher team.
2. Notes from PLC meetings indicating embedded professional development regarding the learner centered problem and discussion of instructional strategies that will enhance student learning.
3. Classroom walkthroughs to provide feedback on instructional strategies that address our learner centered problem.

Action Plan Steps

1. Support teacher understanding of the core and provide professional development opportunities through:
 - Core related conferences
 - District in-service trainings
 - Peer coaching/modeling/observation
 - Time with district literacy and math coaches
2. Provide time for teachers to create their common curriculum maps/inquiry cycles.
3. Provide time for teachers to develop common formative assessments.
4. Provide time for teachers to work in cross-curricular groups.
5. Provide 17-hour assistants to allow time for teachers to meet in Professional Learning Community groups.
6. Provide time for a teacher leadership team to meet and discuss needs of the school based on school-wide data.
7. Teachers will administer pre and post assessments in math and language arts as well as Acadience.

Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	2 assistants to support the PLC process.	\$16,000
Professional and Technical Services (300)	Opportunities for teachers to attend conferences.	\$2,000
	Total:	\$18,000

Goal #2 Goal

Our second goal examines the second essential question. How will we know when each student has learned the essential knowledge and skills? Through implementation of the PLC process, teachers will examine data gathered from common district benchmark assessments and other common formative assessments to determine each students mastery of core standards and skills. Teachers will use Mastery Connect as a tool to monitor student progress and identify needs of individual students. Teachers will use these pre-test and post-test to achieve growth of 35% or better average growth.

Academic Areas

- Reading
- Mathematics

Measurements

The following will be collected as evidence of this goal:

1. Notes from PLC meetings with minutes regarding the examination of student data.
2. Data identifying students who need tier 2 instruction.
3. Data collected by teacher from common formative assessments.
4. Data collection from DIBELS for grades K-3.
5. Longitudinal data collected from year to year from each teacher and from the school as a whole.

Action Plan Steps

1. Teacher assistants will be provided to assist with students to allow teachers time to analyze data in PLC meetings.
2. Teachers will receive training embedded in PLCs, in faculty meetings, and district in-service to further their understanding of using data to inform instruction.
3. Teachers will receive professional development in using and understanding DOK (Depth of Knowledge) questions.
4. Our school will continue to participate in the PLC process, data analysis, and best practices for Tier I instruction.
5. Teachers will have time to meet in cross-grade teams and will use the PLC process to improve instruction in each grade level.
6. Teachers will receive professional development materials as necessary.
7. Teachers will have opportunities to observe other teachers and participate in peer coaching.
8. Teachers will administer pre and post assessments.

Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	Two assistants to support the PLC process.	\$16,000
	Total:	\$18,000

Category	Description	Estimated Cost
Professional and Technical Services (300)	Provide opportunities for teachers to receive professional development through conferences, observations, and coaching.	\$2,000
	Total:	\$18,000

Goal #3 Goal

Our third goal examines the third and fourth essential questions. How will we respond when some students do not learn? How will we respond when some students have clearly achieved the intended outcomes? Through the PLC process, data will be used to determine students who may be in need of re-teaching and intervention and students who may need acceleration. By examining the data, we will be able to identify core standards students have mastered and standards that need to be revisited. Teachers will create quick formative assessments to show evidence that students have mastered standards and skills. These assessments will be administered between benchmarks and after students have received instruction and/or interventions. Teachers will have time built into their day (3 days each week for grades 1-6 and Fridays for Kindergarten) to work with small groups of students or individual students. Teacher teams will meet once a week for PLC groups. We will administer pretests and post tests in language arts and math assessment. By the end of the 2019-20 school year, we want students to grow an average of 35% or higher on these post assessments.

Academic Areas

- Reading
- Mathematics

Measurements

The following will be collected as evidence of this goal:

1. Notes from PLC meetings regarding discussion of evidence regarding student needs for instruction.
2. Data gathered from benchmarks.
3. Logs of interventions kept by teachers.
4. Data from formative assessments.
5. Data from pre/post tests.

Action Plan Steps

1. Teachers will be provided with time to meet each week to analyze data and discuss student needs.
2. Teachers will be provided with intervention time to work with individual students or groups of students.
3. Assistants will be hired to work with classes to give teachers time to work with small groups/individual students.
4. Students will be given opportunities to receive after school tutoring as necessary.
5. Technology devices and software will be purchased to give access to programs that will enhance their learning.
6. An assistant will be hired to facilitate the Lexia learning program, which helps students develop basic reading skills and strategies.
7. Teachers will administer pre and post assessments.

Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	Assistants to provide support for teachers during intervention and enrichment.	\$24,000
Technology Related Hardware/Software (< \$5,000 per item) (650)	Purchase technological devices and equipment to support students during intervention and enrichment.	\$4,000
Software (670)	Purchase software to support intervention and enrichment with students	\$3,510
	Total:	\$31,510

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Employee Benefits (100 and 200)	\$56,000
Professional and Technical Services (300)	\$4,000
Total:	\$67,510

Category	Estimated Cost (entered by the school)
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$4,000
Software (670)	\$3,510
Total:	\$67,510

Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2018-2019 Progress Report	\$4,660
Estimated Distribution in 2019-2020	\$62,850
Total ESTIMATED Available Funds for 2019-2020	\$67,510
Summary of Estimated Expenditures For 2019-2020	\$67,510
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?

Additional funding would support Goal 3 by hiring assistants to help all students become proficient in reading and mathematics.

Publicity

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	1	2019-02-13

Amendment

Need to amend this school plan?

Please Note

Comments will only be visible for users that have logged in.

Comments

Date	Name	Comment
2019-06-10	Natalie Gordon	The goals are not measurable academic goals, but instead are parts of the action plan. Please revise, stating what measurable student improvement will be made by implementing the PLC process.
2019-06-26	Nadine Page	Please revise according to comments above.

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