

School Plan 2020-2021 - Pony Express EL

Goal #1 Goal

At Pony Express Elementary School, we will see a 3% increase, in overall K-6 proficiency, from Beginning Of the Year (BOY) benchmark testing to End Of the Year (EOY) benchmark testing as reported by the Acadience Literacy Assessment by the end of the 2020-2021 academic year.

Academic Areas

- Reading

Measurements

We will utilize the Acadience Literacy reading assessment to monitor and track progress toward our goal. This assessment will be given to all of our kindergarten through sixth grade students. It is administered at the beginning, middle, and end of the school year. In addition to the formal administration of the assessment, teachers will progress monitor students throughout the year targeting learning needs. Baseline data will be determined based on the 2020 BOY assessment administered in the fall. Our goal would be that by the 2020-2021 EOY administration in the spring we will have an increase of 3% of our K-6 students proficient as reported by Acadience.

Action Plan Steps

Weekly grade-level Professional Learning Community team meetings will be held. Each grade-level team will analyze student reading progress, based off of progress monitoring data, and will identify research-based strategies and interventions to help increase student reading abilities. Teacher teams will regularly monitor the progress of students who are below benchmark and implement research-based interventions in order to determine if the strategies are improving student performance. If an intervention is not successful, then teacher teams will change to a new research-based intervention and continue to monitor progress. Teams will also have access to Extended Team Meetings following each administration of the Acadience assessment where they will be able to take a deeper look at the grade level data and make appropriate goals and instructional adjustments.

Aides, working in direct instruction with students, will be provided to support teachers in targeting small groups of students and assist in managing larger groups of students. Utilizing the aides will enable the teachers to work with struggling students and address their specific needs in groups with similar learning needs. The aides will also be able to work with groups of students to reinforce and extend lesson material, which will help to reduce the teacher to student ratio during valuable re-teaching time.

The school will also utilize a student advocate that will work in direct instruction with students to ensure they are meeting commitments, addressing behavioral concerns, attending regularly, and following up on their academic progress in grade level content. This student advocate will then be able to act as a liaison between the school and family and provide support to the classroom teacher in obtaining their learning goals.

A team of teachers will have the opportunity to attend a literacy conference where they will hear from national presenters. The information they gather will then be brought back to their grade level teams and shared. Teams will then make a plan to improve their practices. We will also provide substitute teachers so teachers are able to visit classrooms, observe best practices, and work together collaboratively as a team. This will further the means of our teachers to find and implement supports for our students.

Teachers will purchase literacy supplies for their classrooms to help students achieve the goal. This will provide teams with access to the resources they are in need of to support student learning.

We will also provide access to an arts integration teacher through the Beverly Taylor Sorenson Arts grant offered through the State of Utah. This will provide teachers with access to high quality arts instruction that is then able to be integrated back into the language arts curriculum.

Teams of teachers will also be provided the opportunity to participate in four days of summer collaboration. This work will be focused on creating dynamic content, assessments, and curriculum maps that will support the students in their literary development. The teachers will develop common assessments that they can utilize to address students needs and create a system of interventions to address those needs.

A team of teachers will work collaboratively to identify school wide goals related to literacy development in the grade levels. This leadership team teachers will then work with their grade level and related teams to help direct collective school goals toward literacy development.

Funds will be used to purchase technology to enhance the instruction and provide students access to diversified learning opportunities enabling deeper understanding of foundational literacy. Monies will also be applied to software license, apps, data collection tools and software purchases.

Behavioral Component

Category	Description	Final Explanation
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Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Pony Express will utilize a student advocate that will work in direct instruction with students to ensure they are meeting commitments, addressing behavioral concerns, attending regularly, and following up on their academic progress in grade level content. This student advocate will then be able to act as a liaison between the school and family and provide support to the classroom teacher in obtaining their learning goals. Additionally, Alpine School Districts Social and Emotional Well Being initiative is in place to support students and teachers in their literacy attainment by supporting the whole child at school. These plans complement each other in our overall School Teacher and Student Success Plan. Funding for this component will be provided by paying for the salaries of those that will be assisting in the social and emotional work at the school.	

Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	BTSA Integration (\$15,000), Summer Collaboration (\$19,000), Teacher Stipends (\$2,500), Classroom Aides (\$35,000), Student Support Aide (\$10,000)	\$81,500
Professional and Technical Services (300)	Substitutes (\$9,500)	\$9,500
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Admission to conferences and workshops (\$8,000)	\$8,000
General Supplies (610)	Classroom Supplies (\$7,000)	\$7,000
Software (670)	Classroom software (\$1,000)	\$1,000
Technology Equipment > \$5,000 (734)	Classroom Technology (\$10,141)	\$10,141
	Total:	\$117,141

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Employee Benefits (100 and 200)	\$81,500
Professional and Technical Services (300)	\$9,500
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$8,000
General Supplies (610)	\$7,000
Software (670)	\$1,000
Technology Equipment > \$5,000 (734)	\$10,141
Total:	\$117,141

Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2019-2020 Progress Report	\$0
Estimated Distribution in 2020-2021	\$117,141
Total ESTIMATED Available Funds for 2020-2021	\$117,141
Summary of Estimated Expenditures For 2020-2021	\$117,141
This number may not be a negative number Total ESTIMATED Carry Over to 2021-2022	\$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 funds will be utilized for additional aide support or purchase of technology. This will depend on the amount of funds available and the need at the time.

Publicity

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	0	2020-03-25