

2020-2021 School Land Trust Plan --

Copied from the website

\$60,197.97 awarded

Goal #1

Increase the percentage of students K-6 reaching typical, above typical or well above typical progress by 9% based on DIBELS MOY to EOY scores.

Explanation and Rationale: Our increased knowledge in using the DIBELS assessments and reports helps us to identify several areas of possible concern for students in their mastery of reading. This measure helps us know if our interventions for Phonemic Awareness, Phonics, Fluency and Comprehension are effective. This is an assessment that students K-6 are using so it provides a good measure for how we as a school are performing in helping students make typical and beyond typical progress. It also provides easy to access and use reports to measure our progress towards the goal throughout the year. The State only reports on 1st - 3rd grade scores. We want to focus on how all students are progressing.

Measurements

- DIBELS BOY -- Baseline DIBELS
- Progress Monitoring -- administered biweekly for well below benchmark students, monthly for below benchmark and as needed for benchmark or above benchmark
- 95% Group Diagnostic Placement and Progress Monitoring Assessments administered as determined they are needed in each intervention cycle
- iReady Reading Assessments administered 3-4 times during the year.
- Wonders Assessments -- administered as directed by grade levels.

The combination of these assessments can help us determine if the progress being made in interventions and the classroom instruction is sufficient for overall reading proficiency.

- DIBELS MOY and EOY scores reviewed to determine if goal has been met.

Action Plan

1. Hire instructional assistants that will assist with collaboration, intervention program instruction and support with PBIS implementation.
2. BOY DIBELS administered in early September
3. Teachers analyze data and set progress goals

4. Instructional needs are determined and interventions planned
5. Teachers share the progress goals with students and with parents
6. Teachers progress monitor students per schedule and student level Students track progress
7. Students and Teachers predict MOY scores
8. Parents informed of the progress.
9. MOY DIBELS administered in Dec/January
10. Data analyzed to determine if the midyear goal is met
11. Instructional needs are determined and interventions planned
12. Teachers share MOY progress with students and parents
13. Students and Teachers predict EOY progress scores
14. Teachers progress monitor students per schedule and student level
15. Students track progress
16. DIBELS EOY -- administered in May
17. Determine if the goal was met.
18. Behavior interventions will be tracked through the At-Risk team weekly meetings to determine effectiveness.

Behavior Component

Goal: Continue to improve the positive and engaging learning environment at Spring Creek by improving and continuing the implementation of a school-wide positive behavior plan. The plan will be based on the PBIS theory and framework. This plan will include common expectations and common language, strategies for students to increase engagement, motivation and stamina, as well as increased opportunities for student leadership. Need: This supports our school vision -- To ensure all students make continuous progress in a positive and engaging learning environment. Our academic goals address the continuous progress portion of the vision. The behavior goal will support the positive and engaging portion of the vision. Some of our greatest challenges come in meeting the diverse behavior needs of our students -- from needing leadership roles to needing instruction in appropriate interaction and basic behavior choices. Plan: 1. Continue Train teachers in PBIS to develop common expectations and vocabulary. 2. Provide instruction for students on the common expectations and vocabulary. 3. Determine improvements using common measures. 4. Provide interventions and leadership opportunities as appropriate. 5. Implement tier 2 interventions. Expenditures: \$7000.00 -- partial salary for behavior interventionist that will support the implementation of the Positive Behavior Plan.

Goal #2

Increase the percentage of the students K-6 reaching benchmark, above benchmark or well above benchmark from DIBELS BOY to EOY by 12%

Explanation and Rationale: Spring Creek is known for the exemplary progress that all students make. We determined that it would be relevant for us to dig a little deeper and focus on a proficiency goal as well. We will use the same measures and actions but will focus our attention on proficiency as well as growth.

Measurements:

- DIBELS BOY -- Baseline DIBELS
- Progress Monitoring -- administered bi weekly for well below mark students, monthly for below benchmark and as needed for benchmark or above benchmark
- 95% Group Diagnostic Placement and Progress Monitoring Assessments administered as determined they are needed
- iReady Reading Assessments administered 3-4 times during the year.
- Wonders Assessments -- administered as directed by grade levels.

The combination of these assessments can help us determine if the progress being made in interventions and the classroom instruction is sufficient for overall reading proficiency.

- DIBELS BOY and EOY to determine if the goal has been met.

Action Plan

1. Hire instructional assistants that will assist with collaboration, intervention program instruction and support with PBIS implementation.
2. BOY DIBELS administered in early September
3. Teachers analyze data and set progress goals
4. Instructional needs are determined and interventions planned
5. Teachers share the progress goals with students and with parents
6. Teachers progress monitor students per schedule and student level Students track progress
7. Students and Teachers predict MOY scores
8. Parents informed of the progress.
9. MOY DIBELS administered in Dec/January
10. Data analyzed to determine if the mid-year goal is met
11. Instructional needs are determined and interventions planned
12. Teachers share MOY progress with students and parents

13. Students and Teachers predict EOY proficiency scores
14. Teachers progress monitor students per schedule and student level
15. Students track progress towards proficiency
16. DIBELS EOY -- administered in May
17. Determine if the goal was met.
18. Behavior interventions will be tracked through the At-Risk team weekly meetings to determine effectiveness.

Behavior Goal:

Continue to improve the positive and engaging learning environment at Spring Creek by improving and continuing the implementation of a school-wide positive behavior plan. The plan will be based on the PBIS theory and framework along with restorative justice practices. This plan will include common expectations and common language, strategies for students to increase engagement, motivation and stamina, as well as increased opportunities for student leadership. Need: This supports our school vision -- To ensure all students make continuous progress in a positive and engaging learning environment. Our academic goals address the continuous progress portion of the vision. The behavior goal will support the positive and engaging portion of the vision. Some of our greatest challenges come in meeting the diverse behavior needs of our students -- from needing leadership roles to needing instruction in appropriate interaction and basic behavior choices. Plan: 1. Continue to Train teachers in PBIS and Restorative Justice Practices to develop common expectations and vocabulary. 2. Provide instruction for students on the common expectations and vocabulary. 3. Determine improvements using common measures. 4. Provide interventions and leadership opportunities as appropriate. 5. Implement tier 2 interventions. Expenditures: \$7000.00 -- partial salary for behavior interventionist/Student Success Coach that will support the implementation of the Positive Behavior Plan.

The Student Success Team will review data from Educators Handbook and Panarama to determine areas of need to set specific student goals and create action plans.

Expenditures

Collaboration Instructional Assistants
Student Support Coach

Additional Funds

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?

Increased funds will be used to support Goal 1 and 2 by funding a partial teacher salary, aging technology, other related software and technology supplies or other intervention supplies. We have tier 2 and tier 3 interventions that include technology practice. Without adequate updates to our technology equipment and programs we are unable to use these resources effectively. We also use consumable resources that need to be replaced every year. We serve an at-risk population with many challenges. Keeping class sizes manageable helps teachers build crucial relationships, provide adequate instruction, implement the behavior supports and academic interventions that we have in place.

Publicity

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- Parent Engagement Meetings
- School newsletter
- School website