

## **2019-20 TRUST LAND PLAN – HORIZON SCHOOL**

### **GOAL #1 – READING:**

At least 79% of students will demonstrate a 5% increase in an IEP reading goal from their baseline during 2019-20 school year in one of the following areas: Phonemic awareness, phonics, fluency, vocabulary or comprehension.

### **Academic Area:**

Reading

### **Specific Measurements (Identify the specific measurement(s) you will use to determine if you are making progress towards the goal. Include the baseline and completed measurement):**

Baseline data will be taken at the beginning of the 2019 school year on student IEP (Individualized Education Plan) goals and again in early Spring of 2020 to determine progress.

### **List the specific steps of the ACTION PLAN to reach this goal:**

1. Teachers will review the Essential Elements (EEs) and power standards for reading, tweak curriculum maps as teams, and then develop or refine rubrics/common assessments by which to judge whether students are meeting the learning criteria for the EEs.
2. Funds will be used to purchase materials and supplies and/or reading software and necessary equipment to improve student reading skills.
3. Teachers will attend district professional development sessions related to academic instruction and share what is learned with other teachers and aides during Monday PLC meetings and/or designated meetings during the week. The administration and teachers will also use Monday PLC meetings or other designated meetings to train on the use of purchased materials, best practices, professional development and data collection. In addition, the school will refer to the school's teacher-leader and other district personnel for professional development and assistance with curriculum, teaching strategies, assessments, etc.
4. If professional development opportunities can be found in line with our reading goal, designated teachers will attend professional development classes (e.g., CITES Literacy Promise) and share what is learned with other teachers during PLC meetings to improve best practices.
5. In addition to regular weekly collaboration, teachers and other employees will be paid to collaborate after hours to discuss progress towards our reading goal by reviewing student data, improving understanding of best practices, creating or refining common assessments, professional development, etc.
6. Teachers will collect student data toward the reading goal at least two times during the year - in the fall and again in spring - and review it to determine student progress and improve teaching practices towards the designated goal.
7. Report progress to the School Community Council no later than March 2020.

**Does this goal include a behavioral/character education/leadership component?**

No

**Expenditures:**

**Salaries and Employee Benefits (100 and 200) - \$5,100**

*"Teacher/Employee Collaboration, including \$1,500 + benefits spent towards paying a grant awarded music teacher shared by Thunder Ridge Elementary who teaches sensory skills with music helpful in promoting academics in students with disabilities."*

Teacher/Employee Collaboration (\$225 + Benefits for teachers, Hourly rate for aides at about 3-3.5 hours plus \$1,500 + benefits spent towards paying the grant awarded music teacher shared by Thunder Ridge Elementary who teaches sensory skills with music helpful in promoting academics in students with disabilities (Teachers paid \$225 + benefits/day and aides paid their daily rate + benefits for 3-4 additional hours for training and collaboration at the beginning of the year).

**General Supplies/Materials & Supplies (610) - \$800**

Lesson and work box materials for reading and communication, cause/effect items, sensory items, books and reading materials, etc.

**Equipment (730) - \$1,034** - Charging cart for iPads or other needs such as computer hardware, switches, sensory equipment, etc.

**TOTAL - \$6,934**

**GOAL #2 – WRITING:**

At least 70% of students will improve their ability in writing to communicate by demonstrating a 2% increase in an IEP writing goal from their baseline score to the end of the 2019-20 school year.

**Academic Area:**

Writing

**Specific Measurements (Identify the specific measurement(s) you will use to determine if you are making progress towards the goal. Include the baseline and completed measurement):**

Baseline data will be taken at the beginning of the 2019 school year on student IEP (Individualized Education Plan) goals and again in early Spring of 2020 to determine progress.

**List the specific steps of the ACTION PLAN to reach this goal:**

1. Teachers will review the Essential Elements (EEs) and power standards for writing, create curriculum maps as teams, and then develop or refine rubrics/common assessments by which to judge whether students are meeting the learning criteria for the EEs.
2. Funds will be used to pay teachers and other faculty to collaborate in promoting student performance toward improved writing skills. Funds may also purchase materials and supplies used to promote student communication and writing, which may include software and/or equipment.

3. Teachers will attend district professional development sessions related to academic instruction and share what is learned with other teachers and aides during Monday PLC meetings and/or designated meetings during the week. The administration and teachers will also use Monday PLC meetings or other designated meetings to train on the use of purchased materials, best practices, professional development and data collection. In addition, the school will refer to the school's teacher-leader and other district personnel for professional development and assistance with curriculum, teaching strategies, assessments, etc.

4. If professional development opportunities can be found in line with our writing goal, designated teachers will attend professional development classes (e.g., CITES Literacy Promise) and share what is learned with other teachers during PLC meetings to improve best practices.

5. In addition to regular weekly collaboration, teachers and other employees will be paid to collaborate after hours to discuss progress towards our reading goal by reviewing student data, improving understanding of best practices, creating or refining common assessments, professional development, etc.

6. Report progress to the School Community Council no later than March 2020.

**Does this goal include a behavioral/character education/leadership component?**

No

**Expenditures:**

Salaries and Employee Benefits (100 and 200) - \$5,100  
Teacher/Employee Collaboration

General Supplies/Materials & Supplies (610) - \$800  
Lesson and work box materials for writing and communication, cause/effect items, sensory items, books and writing materials, etc.

Software (670)  
Editing/writing software for student computers - \$200

**TOTAL - \$6,100**

**(\$10,200 - Salaries and Employee Benefits [100 and 200])**

**(\$ 1,600 - General Supplies/Materials & Supplies [610])**

**(\$ 1,034 - Equipment [730])**

**(\$ 200 - Software [670])**

**TOTAL EXPENDITURES: \$13,034**

**2019-20 FUNDING:**

Estimated Distribution in 2018-2019 – \$13,034

Estimated Carry Over from 2018-19 - \$0

**Summary of Estimated Expenditures For 2018-2019 - \$13,034**

**Funding Changes:**

*The 2019-20 distribution in this plan is an estimate. If the actual distribution is more than the estimate, how will additional funds be spent to implement the goals described in the plan?*

Any additional funds will focus on areas of need related to school goals in purchasing salaries and employee benefits (e.g., extra collaboration time for teachers and/or staff, paying for other professionals to provide professional development), employee admission to conferences and hotel accommodations if needed, professional and technical services, software (e.g., apps for student iPads/computers, iPad licenses, educational programs, editing/writing software, etc.), general materials and supplies and equipment (e.g., work box materials for writing and reading, books, reading and writing materials, iPad cases, etc.), equipment (chargers, adapters, wiring, computers, cause/effect devices, switches, communication devices, sensory materials, etc.), other purchased services (i.e., printing of books and materials) and needed items used to promote school goals. Note: If the Beverly Taylor Sorensen Arts Grant is not awarded to provide a music teacher, the funds to pay part of his/her salary will be spent on other items as outlined above.

**How will the plan and results be publicized to your community?**

School Website  
Annual Stakeholder Report

Council Plan Approvals: 7  
Number Approved: 7  
Number Not Approved: 0  
Number Absent: 0  
Vote Date: April 10, 2019