

School Plan 2017-2018 - Columbia EL

Goal #1 Goal

Columbia Elementary faculty and staff have set a goal to decrease the percentage of students at non-proficiency levels on SAGE by 7% in Language Arts, Mathematics and Science. Columbia Elementary faculty and staff have set a goal to increase the number of students showing a year's growth by 7% in Language Arts and Mathematics.

Academic Areas

- Reading
- Mathematics
- Writing
- Science

Measurements

Reading: End of year progress will be measured by SAGE (summative), Pre (formative) and Post (summative) District Benchmarks four times a year, SRI (formative) three times a year, DIBELS (formative) three times a year, iReady, which is purchased formative monitoring program. Common Formative Assessment data will guide Tier I instruction and interventions (RTI). **Writing:** SAGE (summative), Pre (formative) and Post (summative) District Benchmarks, and UtahCompose (formative) and monthly writings (formative) are turned in and reviewed by principal and Literacy Coach. Formative data will guide Tier I instruction and interventions (RTI).

Mathematics: End of year progress will be measured by SAGE (summative), Pre (formative) and Post (summative) District Benchmarks four times a year, common teacher assessments and midyear common assessments and seventh grade placement tests will determine student progress towards proficiency. Front Row mathematics program will assess weekly progress of students.

Science: Grade level common assessments and SAGE formative and summative assessments will determine student progress.

Action Plan Steps

During Professional Learning Communities (PLC), data will be analyzed to determine needed interventions (RTI) and re-teaching at Tier I and Tier 2 levels. Grade level teams will be given professional development to support and enhance student learning. Content objectives tied to the Utah Core for math and literacy will be written for daily lessons. During RTI, the grade level teams will provide interventions according to student academic needs. A highly qualified intervention teacher(s) and highly qualified assistants will assist the grade level team in re-teaching identified concepts in the areas of reading, mathematics and science.

Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	A highly qualified teacher will provide intentional instruction to identified academic student needs. This teacher will provide extra support and additional insights into how best support student learning.	\$69,000
	Total:	\$69,000

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Employee Benefits (100 and 200)	\$69,000
Total:	\$69,000

Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2016-2017 Progress Report	\$12,083
Estimated Distribution in 2017-2018	\$57,547
Total ESTIMATED Available Funds for 2017-2018	\$69,630
Summary of Estimated Expenditures For 2017-2018	\$69,000
This number may not be a negative number Total ESTIMATED Carry Over to 2018-2019	\$630

Increased Distribution

The 2017-2018 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?

Professional development to support curriculum such as creating a deeper understanding of the core, improve student engagement and learning, and provide depth of knowledge content instruction.

Publicity

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	2	2017-04-03
5	0	2	2017-04-03