

Current School Plan 2024-2025 - Orchard School

2024 - 2025 ▼

School Plan Approved

School Plan Approval Details

Submitted By: Cynthia Cardenas

Submit Date: 2024-05-21

Admin Reviewer: Kira Bennett

Admin Review Date: 2024-06-06

LEA Reviewer: Scott Sumner

LEA Approval Date: 2024-06-06

Board Approval Date: 2024-05-14

Goal #1

close

State Goal

close

At Orchard Elementary, we identified a School-Wide Achievement Priority in Literacy for grades K-6. Our focus is to increase proficiency by 4 to 6 percent and have 72 percent typical or better growth by May 2025.

- Reading

Measurements

close

Proficiency According to Acadience 2024 Middle of Year Data, our K-6 overall proficiency was 75%, with K-3 proficiency at 73% and 4-6 proficiency at 78%. At Acadience's End of 2023, overall proficiency was 78%, with K-3 proficiency at 78% and 4-6 proficiency at 77%. Growth According to Acadience 2024 Middle of the Year Data, our K-6 overall growth for typical or better was 59%, with K-3 typical or better growth at 58% and 4-6 typical or better growth at 61%. At Acadience End of Year 2023, our K-6 overall growth for typical or better was 70%, with K-3 typical or better growth at 72% and 4-6 typical or better growth at 68%. This was the determining factor in choosing Reading as the most critical academic need for our Academic Priority. We will use the End-of-Year Acadience proficiency and growth scores to quantify student academic progress and success. The literacy proficiency and growth of students in kindergarten through Sixth grade will be evaluated using the Acadience Screener at three points throughout the school year: the beginning (September), middle (January), and end (May). Progress monitoring will be administered monthly to assess progress toward our goal.

Action Plan Steps and Expenditures

close

1. The administrative and coaching teams schedule monthly meetings to review data pertinent to the school-wide literacy goal and monitor progress. Additionally, the school leadership team will undertake monthly evaluations to ascertain whether school-level teams are achieving the goal. These teams will identify and select essential standards that align with the literacy goal and follow the Professional Learning Community (PLC) process to accomplish goal number 1.
2. Under the supervision of the classroom teacher, aides assigned to the double dose/target time program are tasked with delivering support and direct instruction to students. This arrangement allows classroom teachers to focus on providing targeted interventions to individuals and small groups. Furthermore, aides may engage in one-on-one sessions with

students to work on specific skills. @ \$21958.73.

3. Professional development opportunities focused on Response to Intervention (RTI) will be made available to all employees. This initiative is designed to equip staff with the necessary skills and knowledge to provide targeted instruction to students requiring additional support.@ \$21,000.
4. During the summer, teachers will work together with their team members to develop pacing guides, high-quality lessons, common assessments, and research-based interventions., which will cost \$16,832.55.
5. At Orchard Elementary, we prioritize professional development and engaging in student-centered data analysis. Substitutes will be available to support teachers attending conferences and participating in data dives to assess student progress and tailor instruction accordingly.@ \$3,400.
6. Educators are invited to participate in conferences aimed at enhancing their teaching methods, utilization of data, and instruction in literacy skills.@ \$3,484.68.
7. Chromebooks, licenses, and storage charging stations will be purchased for \$5,658.19 to facilitate Literacy instruction, software, and assessments for K-6 students.
8. At Orchard Elementary, we prioritize increasing our students' overall resiliency. Grade-level teams will utilize the results of the Alpine District Culture, Climate, and Connection Survey to establish goals for each grade level. Our strategy is in line with the Culture, Climate, and Connection survey and the Alpine Teacher and Student Success Act (TSSA) program, which focuses on student wellness through the support of a counselor.

We have implemented a school-wide Positive Behavior Intervention and Support (PBIS) program that centers on being kind, respectful, aware, and resilient. Based on our survey results, we have identified resilience as our primary focus for the year. Teachers and our counselor will actively teach resilience skills, including self-assessment, communication, and self-regulation.

| Category | Description | Estimated Cost |
|---|--|----------------|
| Salaries and Benefits (teachers, aides, specialists, productivity, substitutes) | 2.School will provide paraprofessionals to assist during small group instruction, interventions and progress monitoring 4. Teachers will collaborate with team members during the summer to create pacing guides, high quality lessons, common assessments, and research-based interventions 5. School will provide subs so teachers can attend conferences and participate in student centered data dives | \$42,191.28 |
| Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay) | 3. In school Professional Development on the RTI process will be provided. 6. Teachers will attend conferences in order to learn and improve their practice. | \$24,484.68 |
| | Total: | \$72,334.15 |

| | | |
|--|--|-----------|
| | | Estimated |
|--|--|-----------|

| Category | Description | Estimated Cost |
|--|--|----------------|
| Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands | 7. Chromebooks and licenses along with storage charging stations will be purchased to facilitate Literacy instruction, software, and assessments for K-6 students. | \$5,658.19 |
| | Total: | \$72,334.15 |

Goal #2

close

State Goal

close

At Orchard Elementary, we identified a School-Wide Multilingual Learner (ML) Student Group Priority in Literacy for grades K-6. Our focus is to increase proficiency by 4 to 6 percent over last year and have 50 percent typical or better growth by May 2025.

Academic Area

close

- Reading

Measurements

close

Proficiency According to 2024 Acadience Middle of Year Data, our K-6 ML overall proficiency was 23%, with K-3 ML proficiency at 29% and 4-6 ML proficiency at 13%. Acadience 2023 End-of-Year ML proficiency was 38%, K-3 ML proficiency was 45%, and 4-6 ML proficiency was 28%. Growth According to Acadience 2024 Middle of the Year Data, our K-6 ML overall typical or better

growth was 40%, K-3 ML for typical or better growth at 33%, and 4-6 ML for typical or better growth at 53%. At Acadience's End of Year from 2023, our K-6 overall growth for typical or better was 44%, with K-3 typical or better growth at 43% and 4-6 typical or better growth at 44%. This was the determining factor for choosing Reading as the most critical academic need for our Multilingual Learner Student Group Priority. We will use the End of Year Acadience proficiency and growth scores to quantify student academic progress and success. The literacy proficiency and growth of students in kindergarten through Sixth grade will be evaluated using the Acadience Screener at three points throughout the school year: the beginning (September), middle (January), and end (May). Progress monitoring will be administered monthly to assess progress toward our goal.

Action Plan Steps and Expenditures

close

1. The administrative and coaching teams schedule monthly meetings to review data pertinent to the school-wide literacy goal and monitor progress. Additionally, the school leadership team will undertake monthly evaluations to ascertain whether school-level teams are achieving the goal. These teams will identify and select essential standards that align with the literacy goal and follow the Professional Learning Community (PLC) process to accomplish goal number 2.
2. Under the supervision of the classroom teacher, aides assigned to the double dose/target time program are tasked with delivering support and direct instruction to students. This arrangement allows classroom teachers to focus on providing targeted interventions to individuals and small groups. Furthermore, aides may engage in one-on-one sessions with students to work on specific skills; \$20,000.
3. Professional development opportunities focused on Response to Intervention (RTI) will be made available to all employees. This initiative is designed to equip staff with the necessary skills and knowledge to provide targeted instruction to students requiring additional support; see funding from goal #1.
4. N.A.
5. At Orchard Elementary, we prioritize professional development and engaging in student-centered data analysis. Substitutes will be available to support teachers attending conferences and participating in data dives to assess student progress and tailor instruction accordingly; see funding from goal #1.
6. Educators are invited to participate in conferences aimed at enhancing their teaching methods, utilization of data, and instruction in literacy skills; see funding from goal #1.
7. Chromebooks, licenses, and storage charging stations will be purchased to facilitate literacy instruction with our multi-

lingual learners, software, and assessments for K-6 students; see funding from goal #1.

8. N.A

| Category | Description | Estimated Cost |
|---|---|----------------|
| Salaries and Benefits (teachers, aides, specialists, productivity, substitutes) | 2. Under the supervision of the classroom teacher, aides assigned to the double dose/target time program are tasked with delivering support and direct instruction to students. This arrangement allows classroom teachers to focus on providing targeted interventions to individuals and small groups. Furthermore, aides may engage in one-on-one sessions with students to work on specific skills; \$20,000. | \$20,000.00 |
| | Total: | \$20,000.00 |

Summary of Estimated Expenditures

| Category | Estimated Cost (entered by the school) |
|---|--|
| Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands | \$5,658.19 |
| Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay) | \$24,484.68 |
| Salaries and Benefits (teachers, aides, specialists, productivity, substitutes) | \$62,191.28 |
| Total: | \$92,334.15 |

Funding Estimates – Please Update

| Estimates | Totals | |
|--|--------|--------------|
| Carry-over from 2022-2023 | | \$11,881.96 |
| Distribution for 2023-2024 | | \$92,059.68 |
| Total Available Funds for 2023-2024 | | \$103,941.64 |
| Estimated Funds to be Spent in 2023-2024 | \$ | 100941.64 |

| Estimates | Totals | |
|-----------|--------|--|
| | | |

| Estimates | Totals |
|---|-------------|
| Estimated Carry-over from 2023-2024 | \$3,000.00 |
| Estimated Distribution for 2024-2025 | \$89,334.15 |
| Total Available Funds for 2024-2025 | \$92,334.15 |
| Summary of Estimated Expenditures for 2024-2025 | \$92,334.15 |
| Estimated Carry-over to 2025-2026 | \$0.00 |

The Estimated Distribution is subject to change if student enrollment counts change.

Publicity

- School newsletter or website

Council Plan Approvals

| Number Approved | Number Not Approved | Number Absent | Vote Date |
|-----------------|---------------------|---------------|------------|
| 7 | 0 | 1 | 2024-03-21 |

Comments

| Date | Name | Comment |
|------------|--------------|--|
| 2024-05-16 | Kira Bennett | Plan Comment: LEA to re-review prior to state review. |
| 2024-05-16 | Kira Bennett | Plan Comment: Expenditures are missing from goal 2. Please add them. |

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