

2020-21 TRUST LAND PLAN – HORIZON SCHOOL

GOAL #1 – READING:

When given a literacy goal from each student’s Individualized Education Plan (IEP), 60% of students will demonstrate progress on the prompt hierarchy by moving from more guidance to less (i.e., Full Physical to Partial Physical) based on data taken in Fall 2020 to Spring 2021.

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 2020 school year on student IEP (Individualized Education Plan) goals and again in early Spring of 2021 to determine progress.

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

1. Teachers will review and refine the levels of the prompt hierarchy used school-wide.
2. Teachers and administration will train para-educators in how to interpret student responses and collect data using the prompt hierarchy.
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 for assistance with curriculum, teaching strategies, assessments, etc.
4. 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 the prompt hierarch, participating in professional development, etc.
5. Teachers will collect student data toward the reading goal at least two times during the year - in the fall and again in early spring - and review it to determine student progress and improve teaching practices towards the designated goal.
6. Report progress to the School Community Council no later than March 2021.

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

No

Expenditures:

Salaries and Employee Benefits (100 and 200) - \$6,000

Teacher and Employee Collaboration/Training

Details: Teacher/Employee Collaboration - \$225/day for 3 days – 2 summer collaboration plus \$225 addenda for team participation (7 teachers + our SLP) plus benefits (CTLs get their own addenda from the D.O.). Hourly rate for aides will be 4 hours training at the beginning of the year (Phases training).

General Supplies/Materials & Supplies (610) - \$567

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

TOTAL - \$6,567

GOAL #2:

When presented an Occupational Therapy goal from student Individualized Education Plans (IEPs), 60% of students will demonstrate progress based on data taken in Fall 2020 to Spring 2021.

Academic Area:

Health

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 2020 school year on student IEP (Individualized Education Plan) goals and again in early Spring of 2021 to determine progress.

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

1. The Occupational Therapist will choose one occupational therapy (OT)/motor goal from which to collect data for each student receiving OT on their Individualized Education Plan.
2. Materials and equipment will be purchased related to occupational therapy, such as sensory items used for cause and effect, engagement, and motor planning activities.
3. The Occupational Therapist will provide training and feedback to teachers and other support personnel regarding strategies for enhancing student motor skills in the classroom and around the school, as well as sensory diets necessary for students to improve behaviors and/or access the curriculum.
4. Progress will be tracked using progress reports from the beginning of the 2020 school year to early Spring 2021.
5. Report Progress to the School Community Council in March, 2021.

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

Yes

Behavior/Character Education/Leadership Component

Description:

Teacher Student Success Act (TSSA)—Horizon School participates in Alpine District’s TSSA plan. We have access to a School Psychologist who observes students and meets with parents and teachers to address behaviors, social-emotional wellness and other areas related to academic goals. Additionally, we are using the majority of our TSSA funds to pay \$1,500 plus benefits towards the salary of a specialty music teacher shared between Horizon and Thunder Ridge Elementary employed through the Beverly Taylor Sorensen Arts Grant. The school team collaborates with the music specialist in how she implements lessons designed to promote student engagement through sensory stimulation. Similar sensory input can then be provided later by teachers with students in other areas of the curriculum, particularly academics, to improve student behaviors, engagement, and hence academic achievement. Remaining funds will be used to purchase materials and supplies and/or faculty collaboration to promote improved student behaviors and engagement in other areas of the curriculum.

Expenditures:

Salaries and Employee Benefits (100 and 200) - \$6,000

Teacher and Employee Collaboration/Training

General Supplies/Materials & Supplies (610) - \$2,000

Lesson materials, cause/effect items, sensory items, motor planning materials and equipment, etc.

TOTAL - \$8,200

(\$12,000 - Salaries and Employee Benefits [100 and 200])

(\$ 2,567 - General Supplies/Materials & Supplies [610])

TOTAL EXPENDITURES: \$14,567

2020-21 FUNDING:

Estimated Distribution in 2020-21 – \$14,567

Estimated Carry Over from 2018-19 - \$200 (unused Software account)

Summary of Estimated Expenditures For 2020-21 - \$14,767

Funding Changes:

The 2020-21 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, etc.), general materials and supplies, (i.e., work box materials for reading, books, reading, sensory and motor materials, iPads and cases, etc.), equipment (chargers, adapters, wiring, computers, iPads, cause/effect devices, switches, communication devices, sensory and motor equipment, etc.), other purchased services (i.e., printing of books and materials) and needed items used to promote school goals.

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

School Website
Annual Stakeholder Report

Council Plan Approvals: 6
Number Approved: 6
Number Not Approved: 0
Number Absent: 0
Vote Date: April 14, 2020

NOTE: The school was awarded an additional \$1,000 from the state Trust Land Committee based on the good things we are doing with last year's funds. This money will be spent on things detailed in the paragraph about "Funding Changes."