

# School Land Trust Plan 2020-2021

## Springside Elementary

### School Plan Approved

School Plan Approval Details

Submitted By

David Stephenson

Submit Date

2020-05-07

Admin Reviewer

Natalie Gordon

Admin Review Date

2020-06-10

District Reviewer

David Stephenson

District Approval Date

2020-06-22

Board Approval Date

2020-05-12

### Goal #1

#### Goal

90% of students K-6 grade will reach reading benchmarks on ACADIENCE by Spring 2021, or 90% of students will show proficiency or progress to the next benchmark achievement level from Fall 2020 to Spring 2021. Show an increase in proficiency levels and in student median growth on state assessments for Language arts

#### Academic Areas

- Reading
- Writing

#### Measurements

Results of the ACADIENCE Reading Test will be used to measure student progress in grades K-6.

Phonics Surveys will be assessed for students in grades k-6

ACADIENCE Baseline data gathered in Fall 2020 will be used to show growth as compared with data in Spring 2021.

Students will be assessed 3 times during the year in fall, winter, and spring.

Phonics survey baseline data gathered in Fall 2020 will be used to show growth as compared with data in Spring 2021.

Progress monitoring will be used throughout the year to measure progress towards goal for individual students.

Results of State testing will provide an additional measure of growth.

## Action Plan Steps

Students in grades 3-6 will be assessed using the state assessment in Spring 2021. Because of cancellation of state assessments for Spring 2020, results for student median growth and school performance over time will be used to show student growth trends. Students may also be assessed using classroom and grade level assessments, as well as state assessment modules throughout the year to determine progress on essential standards in math, science, and literacy.

ACADIENCE reading assessment benchmarks for K-3 students will be administered and used to measure progress. Results from Fall benchmark testing will be used to show growth by Spring.

Classroom aides will be provided for focused interventions with specific students identified through assessments. This will include interventions provided through double dosing and targeted instructional time. Teacher leaders will collaborate with teams at each grade level to manage and track assessment and instruction for double dosing. Teachers will develop specific tools and strategies for working with students, as well as common assessments and pacing guides. Substitutes will be provided as needed for assessments and collaboration. Hourly compensation, stipends or substitutes will be available for teams to analyze data and work towards student achievement goals.

Summer collaboration days will be made available to teacher teams. Up to 4 days at \$225/day per teacher will be awarded to collaborate and develop common assessment, standards, and instructional strategies. Teams will also be expected to develop models for student interventions. (\$11,115)

Stipends will be provided for members of the Student Intervention Team for their time identifying students, assisting teachers and providing intervention strategies. (\$500 per team member for the year)

Resources will also be provided for teacher professional development:

Funds will be provided for professional conferences, workshops and trainings including CITES Leadership and Literacy conferences, UVU Reading Conference, Response to Intervention training, facilitated observations, and other training and workshops. Substitutes will be provided through the grant for teachers to participate in professional development.

Each grade level will receive funding (\$2000) to purchase supplies and materials identified to meet the goals of the grant in the areas of science, math, and literacy. Teams will determine needed supplies and approve purchases through the principal. Additional funds will be available schoolwide to purchase materials and supplies related to goals of the grant.

Purchase 80 or more Chromebook devices to supplement labs for grades 4-6. Purchase technology equipment as needed to enhance instruction, replace devices or other equipment needed for students and staff for instructional purposes. This may include iPads for lower grades or for teacher instruction, cords, headphones, projectors, document cameras, monitors, etc.

The school will provide student leadership training to support students who struggle with achievement by sponsoring a HOPE Squad. Springside Elementary participates in Alpine School Districts TSSA plan. A School counselor hired through Alpine School Districts TSSA funding will work with whole classes, small groups and individual students to help them achieve this goal by counseling with students on academic success, social and emotional well-being, attendance, and other areas critical to each of these goals. School TSSA funding will also provide additional aide time, interventions, supplies and resources to help meet these goals.

## Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	The school will provide student leadership training to support students who struggle with achievement by sponsoring a HOPE Squad. Springside Elementary participates in Alpine School Districts TSSA plan. A	

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	School counselor hired through Alpine School Districts TSSA funding will work with whole classes, small groups and individual students to help them achieve this goal by counseling with students on academic success, social and emotional well-being, attendance, and other areas critical to each of these goals. School TSSA funding will also provide additional aide time, interventions, supplies and resources to help meet these goals.	

## Expenditures

Category	Description	Estimated Cost
		<b>Total: \$59,360</b>
Salaries and Employee Benefits (100 and 200)	Intervention Aides, 15 hours daily, 160 days per year (\$20,010). Part time teacher Collaboration and PD stipends (\$1,885). Specialty and Intervention Team stipends (\$1,950). Summer Collaboration Days (\$11,115)	\$34,960
Professional and Technical Services (300)	Substitutes for professional development, team collaboration (\$1870). Professional Development Registration, materials (\$1,250)	\$3,120
General Supplies (610)	\$1000 per grade level team for classroom supplies related to the goals of the grant. \$2000 for school supply expenditures related to goals of the grant.	\$10,000
Equipment (Computer Hardware, Instruments, Furniture) (730)	Chromebook Devices for grades 4-6.	\$11,280

## Goal #2

### Goal

Show an increase in proficiency levels and in student median growth on state assessments for Math and Science. ACADIENCE math scores will show improvement for students in grades K-3. Baseline levels will be established in fall 2020 and compared to results in winter 2021 and spring 2021.

### Academic Areas

- Mathematics
- Science

## Measurements

ACADIENCE math benchmark scores from Fall 2020 will be used as a baseline to measure progress for students as compared to Winter 2021 and Spring 2021 scores. Progress monitoring will measure student progress between benchmark assessments.

State assessment scores will show a growth trend in proficiency levels and in student median growth in math and science.

## Action Plan Steps

Students in grades 3-6 will be assessed using the state assessment in Spring 2021. Because of cancellation of state assessments for Spring 2020, results for student median growth and school performance over time will be used to show student growth trends. Students will also be assessed using classroom and grade level assessments, as well as state assessment modules throughout the year to determine progress on essential standards in math, science, and literacy.

ACADIENCE math assessment benchmarks for K-3 students will be administered and used to measure progress. Results from Fall benchmark testing will be used to show growth by Spring.

Classroom aides will be provided for focused interventions with specific students identified through assessments. This will include interventions provided through double dosing and targeted instructional time. Teacher leaders will collaborate with teams at each grade level to manage and track assessment and instruction for double dosing. Teachers will develop specific tools and strategies for working with students, as well as common assessments and pacing guides. Substitutes will be provided as needed for assessments and collaboration. Hourly compensation, stipends or substitutes will be available for teams to analyze data and work towards student achievement goals.

Seventy-six or more days of paid summer collaboration work will be made available to teacher teams through an application process. Up to 4 days at \$225/day per teacher will be awarded to collaborate and develop common assessment, standards, and instructional strategies. Teams will also be expected to develop models for student interventions.

Stipends will be provided for members of the Student Intervention Team for their time identifying students, assisting teachers and providing intervention strategies. (\$500 per team member for the year)

Resources will also be provided for teacher professional development:

Funds will be provided for professional conferences, workshops and trainings including CITES Leadership and Literacy conferences, UVU Reading Conference, Response to Intervention training, facilitated observations, and other training and workshops. Substitutes will be provided through the grant for teachers to participate in professional development.

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## Expenditures

Category	Description	Estimated Cost
		<b>Total: \$57,755</b>
Salaries and Employee Benefits (100 and 200)	Intervention Aides, 15 hours daily, 160 days per year (\$20,010). Part time teacher Collaboration and PD stipends (\$1,300). Specialty and Intervention Team stipends (\$1,950). Summer Collaboration Days (\$11,115)	\$34,375
Professional and Technical Services (300)	Substitutes for professional development, team collaboration (\$850). Professional Development Registration, materials (\$1,250)	\$2,100
General Supplies (610)	\$1000 per grade level team for classroom supplies related to the goals of the grant. \$2000 for school supply expenditures related to goals of the grant.	\$10,000
Equipment (Computer Hardware, Instruments, Furniture) (730)	Chromebook Devices for grades 4-6.	\$11,280

## Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
	<b>Total: \$117,115</b>
Salaries and Employee Benefits (100 and 200)	\$69,335
Professional and Technical Services (300)	\$5,220

Category	Estimated Cost (entered by the school)
General Supplies (610)	\$20,000
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$22,560

## Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2019-2020 Progress Report	\$7,500
Estimated Distribution in 2020-2021	\$109,615
Total ESTIMATED Available Funds for 2020-2021	\$117,115
Summary of Estimated Expenditures For 2020-2021	\$117,115
<b>This number may not be a negative number</b>	<b>Total ESTIMATED Carry Over to 2021-2022</b>
	<b>\$0</b>

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

## Funding Changes

*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 distribution will be used to purchase additional aide time, materials and supplies, equipment, professional development, stipends, and other items as described in the grant.

## Publicity

- School website
- Other: Please explain.
  - Annual Stakeholder Report

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	0	2020-04-01