

# School LAND Trust Plan FINAL

## Reading Goal

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and School LAND Trust Plan.

School Name: Spanish Oaks Elementary

School Year: 2020-2021

**Goal 1:** *By the end of the 2020-2021 school year, the percent of students in grades K-6 performing on grade level or making typical progress in reading will increase.*

Nebo Goal (Board Goal) Connection: Elementary Reading

- *Schools will have a continued focus on student academic success in literacy, math, science, social studies, physical education, arts, and career and technical education.*

Action Plan:

1. Technicians will be hired to provide early interventions to students, as well as administer assessments, e.g., Leveled Literacy Instruction (LLI), Heggerty (phonemic awareness), and Acadience/DIBELS.
2. Substitutes will be hired to provide teacher teams time to collaborate on literacy curriculum maps, attend data meetings, participate in focused observations and/or lesson studies, and evaluate and plan interventions for students of concern (reading and writing).
3. Professional development and support will be funded to improve literacy instruction, e.g., registration fees and substitute costs will be provided for teachers to attend literacy conferences.
4. Classroom technology will be purchased to enhance reading and writing instruction, e.g., Chromebooks, iPads.
5. Intervention programs and materials will be purchased to support instruction and remediation, e.g., Leveled Literacy Intervention (LLI), *iReady* (literacy), *Imagine Learning*, Heggerty (phonemic awareness, K-6), *MyOn*, HD Word/BLAST/Countdown (phonics).
- 6a. Stipends will be paid to mentor teachers to organize and develop EXTRA programs, to include direct instruction of students, e.g., choir, writing, visual arts, math, drama (school play), chess, science, debate, coding (robotics), foreign language, spelling, dance, etc.
- 6b. Professional development (to include hiring of substitutes) and materials will be funded for fine arts curriculum integration in reading instruction.

Measurements of Success:

K-3: Acadience - *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*

4-6: Readiness Improvement Success Empowerment (RISE)

Supporting Professional Development Activities (if applicable): Professional Learning Community (PLC) training, ongoing Utah Core Standards training, LLI/Heggerty tutor training, professional literature study, professional conferences, classroom focused observations, district GAINS training

# School LAND Trust (TSSA) Plan **FINAL**

## Math Goal

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and School LAND Trust Plan.

School Name: Spanish Oaks Elementary

School Year: 2020-2021

**Goal 2:** *By the end of the 2020-2021 school year, the percent of students in grades 3-6 performing on grade level or making typical progress in math will increase.*

Nebo Goal (Board Goal) Connection: Elementary Math

- *Schools will have a continued focus on student academic success in literacy, math, science, social studies, physical education, arts, and career and technical education.*

Action Plan:

1. Professional development, materials and support will be funded to improve mathematics instruction, e.g., manipulatives, hands-on math tools, etc.
2. A technician will be hired to provide support for students in the event of large class sizes.
3. Substitutes will be funded to provide time for teacher teams to: collaborate to plan and create a math scope and sequence/curriculum map and related common assessments, to evaluate and plan interventions for students of concern (mathematics), and facilitate mentor coaching and teacher observations to improve instructional effectiveness.
4. Stipend will be paid to after-school math lab teacher to support struggling students.
5. Technicians will be hired to provide early intervention and enrichment in mathematics. Students who have mastered concepts will participate in enrichment instruction; students who do not pass common assessments will be re-taught and supported with interventions, e.g., Ready Math (*iReady*, online), peer-tutoring, math lab, etc.
6. Classroom technology will be purchased to enhance student understanding in mathematics instruction, e.g., Chromebooks, iPads.
  - 7a. Stipends will be paid to mentor teachers to organize and develop EXTRA programs, to include direct instruction of students, e.g., choir, writing, visual arts, math, drama (school play), chess, science, debate, coding (robotics), foreign language, spelling, dance, etc.
  - 7b. Professional development (to include hiring of substitutes) and materials will be funded for fine arts curriculum integration in math instruction.

Measurements of Success: Readiness Improvement Success Empowerment (RISE)

Supporting Professional Development Activities (if applicable): Comprehensive Mathematics Instruction (CMI), Professional Learning Community (PLC) training, ongoing Utah Core Standards training, Ready Math (*iReady*, online) training, classroom focused observations, professional literature study, professional conferences, district GAINS training

# School LAND Trust (TSSA) Plan **FINAL**

## Science Goal

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and School LAND Trust Plan.

School Name: Spanish Oaks Elementary

School Year: 2020-2021

**Goal 3:** *By the end of the 2020-2021 school year, the percent of students in grades 4-6 performing on grade level or making typical progress in science will increase.*

Nebo Goal (Board Goal) Connection: Elementary Science

- *Schools will have a continued focus on student academic success in literacy, math, science, social studies, physical education, arts, and career and technical education.*

Action Plan:

1. Substitutes will be hired, allowing teachers to collaborate specifically to evaluate and plan interventions for students of concern (science).
2. Classroom technology will be purchased to enhance science instruction, e.g., Chromebooks, iPads.
3. Professional development, materials and support will be funded to improve science instruction.
4. Stipend will be paid to mentor teacher to organize and develop science fair, to include direct instruction of students.
5. Substitutes will be funded to provide time for teacher teams to: collaborate to plan and create a science scope and sequence/curriculum map and related common assessments, to evaluate and plan interventions for students of concern (science), and facilitate mentor coaching and teacher observations to improve instructional effectiveness.
- 6a. Stipends will be paid to mentor teachers to organize and develop EXTRA programs, to include direct instruction of students, e.g., choir, writing, visual arts, math, drama (school play), chess, science, debate, coding (robotics), foreign language, spelling, dance, etc.
- 6b. Professional development (to include hiring of substitutes) and materials will be funded for fine arts curriculum integration in science instruction.

Measurements of Success: Readiness Improvement Success Empowerment (RISE)

Supporting Professional Development Activities (if applicable): Professional Learning Community (PLC) training, ongoing Utah Core Standards training, classroom focused observations, professional literature study, science in-service, district GAINS training

