

SIP Draft 2021-2022

Goal #1

Based on beginning of year Acadience Assessments, 75% of K-2 students scoring below or well below grade level proficiency level in reading will improve by at least one proficiency level and/or a significant score increase by end of year Acadience Assessments. Based on beginning of year District Benchmark Assessments, 65% of 3-6 grade students scoring below or well below grade level proficiency level in reading will improve by at least one proficiency level and/or a significant score increase by end of year District Benchmark Assessments.

Academic Areas

English/Language Arts

Measurements

K-2 Beginning of year and end of year 2021-2021 Acadience Assessments

3-6 Beginning of year and end of year 2021-2021 District Benchmark Assessments

Action Plan Steps

Professional Development

- 1 Professional development will be provided to classroom teachers to learn & practice effective, research based tier-1 instruction and tier-1, 2, & 3 interventions. Professional development will consist of conferences and workshops, district and site-based trainings, and site visits.
- 2 Funds will be allocated to provide for costs for conference fees and presenters. Funds will also be allocated to provide needed materials to support implementation of Tier-1 literacy instruction and tier-2/3 interventions including extensions.

Leadership Development

- 1 Our leadership team and Intervention Team will receive 1 day of training in their specific leadership responsibilities that include supporting the identification and coordination of all three tiers of literacy instruction and intervention. In addition, these teams will meet on a monthly basis to examine and carry out their responsibilities
- 2 Funds will be allocated to provide training and planning time for the above identified school teams. Contract Substitutes will be paid for with District allocated contract sub funds. Funds will also be allocated to provide needed materials to support leadership training as needed (books, computer software/hardware, materials to implement interventions).

Collaboration

- 1 One hour of weekly Teacher Team collaboration time will be provided to analyze assessment data and make action plans based on needs of the students. Two extra days of time will be given to each Teacher Team at trimester 1 and 2 benchmark assessments to analyze data and make action plans for Tier-2/3 interventions and extensions. Teams will work with coaches and reading specialist.
- 2 Funds will be allocated to provide substitute teachers for each half day.

Tier 2 & 3 Interventions

- 1 Our revised intervention process will be fully implemented and reviewed to ensure compliance with Response to intervention criteria. Coaches and Leadership Team will work with Teacher Teams to identify students and determine intervention needs. The Intervention Team will set up and monitor interventions. They will also train and assign intervention paras and resources to support student interventions. Paras will be assigned as follows:
 - a. 3 intervention paras will work with each grade level team to provide tier-2 intervention 4 days per week, 30 minutes per day
 - b. 1 ELL interventionist will work with ELL students to improve their English Language skills in all areas of literacy
 - c. 3 interventionist paras to assist with more intense tier 2 interventions.
 - d. 1 Tier 3 interventionist
 - e. 2-Acadience progress monitor/Kinder “reading to writing” paras.
- 2 Funds will be allocated for training, and hourly compensation of interventionists. Funds will also be provided for any materials needed to assess or implement interventions and extensions.

Content Integration

- 1 In order to enhance and expand students’ reading achievement, we will integrate reading into other content areas including the arts, science, math, technology, and physical education. We will provide integration training and planning time for both specialty and regular classroom teachers to integrate the arts & other content areas with literacy.
- 2 Funds will be provided for teacher supplies, technology, and equipment that is needed to support integration. Also, an extra .3 FTE will be funded for a specialty teacher in order to provide extra collaboration and intervention time needed to complete these tasks.

Social/Emotional/Behavioral Component

- 1 With an understanding that social, emotional and behavioral needs directly affect academic success and progress, we will address those needs as part of this goal.
 - a. Each student, grades 1-6 will be a member of a character house. These houses will meet once a week for about 30 meetings where they will learn character education, participate in bonding activities, engage in school and community service projects and leadership activities. The driving principles for these houses are: 1) feel safe, 2) build connections, 3) build confidence.
 - b. 2 behavior interventionist paras will be trained and work one on one with students who need help with self-regulation.

- c. Comfort Corners will be provided for all classrooms in which children may engage in activities that help them to regulate emotions.
 - d. A calm down room will be furnished for interventionists to work with students.
 - e. Lunch recess structured games will be monitored and provided to help children learn to work together and to reduce bullying.
- 2 Funding will be provided for:
- a. Materials for house meetings
 - b. Comfort Corner and calm down room equipment and materials
 - c. Activity equipment for structured recess games

Expenditures:

| | | |
|--|---|----------|
| Salaries and Employee Benefits (100 and 200) | Professional Development (1,800 conferences; 1,800 summer collaboration; 12,000-.3 FTE; Paras 45,351) | 60,951 |
| Professional and Technical Services (300) | | |
| Expendable Consumables | 2100-content integration, social emotional materials | 2,000 |
| Any Additional | Will go toward para/or technology | |
| Carry over | | |
| Total Goal #1 | | 62,951 |
| TOTAL | | \$69,951 |

Goal #2

- 1 Based on beginning of the year 2021 KEEP Assessments, 90% of Kinder students scoring at or above proficiency level in math, will maintain or improve their proficiency levels and/or scores and 60% of Kinder students scoring below or significantly below proficiency level will move at least one proficiency level by end of year 2022 KEEP Assessments.
- 2 Based on beginning of year 2021 iReady Assessments, 90% of 1-6 grade students scoring at or above proficiency level in math, will maintain or improve their proficiency levels and/or scores and 60% of 1-6 students scoring below or significantly below proficiency will move at least one proficiency level by Spring 2022 iReady Assessments.

MATH

Measurement:

Kindergarten will compare beginning of year 2021 KEEP assessment to end of year 2022 KEEP assessment.

1-6 grades will compare beginning of year iReady assessment to end of year iReady assessment.

Action Plan:

1. Professional Development/Collaboration

-Two days of professional development will be provided by the district and BYU math partnership for K-6 teachers.

-An additional day plus 10 hours of professional development will be provided throughout the school year with an emphasis on content knowledge, student thinking, instructional practice, data analysis, and lesson study.

-Funds will be allocated for materials and technology that support the new instructional practices. In addition, substitute teachers will be funded through Trustland funds and District allocated contract sub funds.

Expenditures:

| | | |
|--|-----------------------------|----------|
| Salaries and Employee Benefits (100 and 200) | | 2,000 |
| Professional and Technical Services (300) | | |
| Technology Related Supplies | Technology chromebooks (12) | 3,700 |
| Hardware | Chrome book cart | 1,300 |
| Any Additional | | |
| Carry over | | |
| Total Goal #2 | | 7,000 |
| TOTAL | | \$69,951 |

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Kerri Hundley

Nicole Kunze

Pamela Bowers

Joe Fail

Sharra Call

Brittany Gray

Diana Brower

Jaime Mendez

Alicia Cutler

Aimee Howell