

## School Plan 2016-17

**1. Briefly describe the School LAND Trust Plan by explaining each goal the council has identified.** Plans should be research based. If your school has more than five goals, you will need to describe additional goals within the fifth goal.

### **Goal #1**

**State the SPECIFIC goal including when the school will reach the goal. List ACTION PLAN steps below.**

A major goal at Northlake Elementary is to improve K-6 student reading achievement by increasing the number of students reading on grade level. With implementation of the Utah State Core we have seen an increased need to improve student reading levels and reading stamina. Our end of year literacy test results showed 78% of our students scoring at the proficient or higher level in 2014-15. Our 2015-16 winter benchmark done in 2015-16 shows that our kindergarteners are 92% on grade level, 1<sup>st</sup> 72%, 2<sup>nd</sup> 76%, 3<sup>rd</sup> 77%, 4<sup>th</sup> 80%, 5<sup>th</sup> 87%, 6<sup>th</sup> 95%. Our end of year 2015-16 benchmark showed kindergarteners are 93% (up) on grade level, 1<sup>st</sup> 71% (down), 2<sup>nd</sup> 77% (up), 3<sup>rd</sup> 70% (down), 4<sup>th</sup> 93% (up), 5<sup>th</sup> 90% (up), 6<sup>th</sup> 94% (down). We are experiencing great growth with our students' reading and achieving on grade level status. We have noticed some fluency and comprehension issues with some of our students that we are addressing as well. We attribute much of our success to our use of Literacy Aides in K-3 classrooms and working with 'bubble' students who they can get to benchmark. As a school in 2015-16 we started with 73 % of our school on grade level, midyear we were at 82%. We ended the school year with 83% proficient and strategic. As a goal, by the end of 2015-16 we want that number to increase. Of course, for 2016-17 we plan to keep improving. "Hopefully our incoming kindergarteners will be ready to read and grow with us!" This was our hope from last year's plan, unfortunately, our K students are not ready to read except for a few and we have 33 more k students this year. Our plan is to hire a 4<sup>th</sup> literacy aid for 2016-17 who can join the other three literacy aides in working with all the grade levels in reading skills with our students. Reading is the KEY to all future success for our students! We did hire a 4<sup>th</sup> literacy aide.

**Choose the academic area for this goal from the list. You may select more than one area for this goal.**

Reading

**Identify the specific measurement(s) you will use to determine if you are making progress towards the goal.**

**Include the baseline and completed measurement.**

Academic progress is measured throughout the school year with DIBELS, DRA, DCS, District benchmark tests and SAGE tests. DIBELS reading assessments are used for progress monitoring of students reading below grade level. DRA is used as a diagnostic tool. DCS is the composite score. End of level tests are used to check for school wide progress. SAGE scores for 2014-15 in Language Arts was 38.8% for grades 3-6, the district score was 39%. SAGE scores for 2015-16 in LA was 42%. We want this score to improve. All teacher teams create common formative assessments designed to specifically target standards and skills of the Utah State Core. By being education

professionals and processing the data from the tests, teachers can quickly and accurately identify weak areas of learning and implement targeted interventions.

**List the specific steps of the ACTION PLAN for each goal.**

For students reading below grade level, the Land Trust monies will be used to pay the salaries for 4 literacy aides. The aides provide interventions and targeted instruction to students identified as reading below grade level, 'bubble' students who can get to grade level. Literacy aides work under the direction of Northlake Elementary Literacy Coach and work closely with classroom teachers in K-3rd grades. Individual and small group instruction supports students as they learn letters, sounds, and sight words. This additional support is vital to school goals of every student reaching proficiency on state end of level assessments. Progress monitoring data will be used to monitor student growth throughout the school year as well as common formative assessments to identify areas of need. We will expand to working with identified 4<sup>th</sup>-6<sup>th</sup> grade 'bubble students'. In 2016-17 one Literacy aides wanted fewer hours, so we hired another aide to pick up those hours.

**Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure and how it is part of the ACTION PLAN. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.**

*Salaries and Employee Benefits (100 and 200) \$26,000*

Salaries for FIVE Literacy Aide positions (same # of hours as planned).

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## **Goal #2**

**State the SPECIFIC goal including when the school will reach the goal. List ACTION PLAN steps below.**

Purchase supplies and equipment for the classroom and school level. We plan to be able to purchase technology as needed in the classrooms. Having access to current technology helps teachers provide students with state of the art instruction in reading, writing, math, science, and all areas of elementary curriculum. We also participate in our district's Techttoberfest, which helps support those efforts with professional development all about technology. Having our students comfortable with finding and using resources and technology assists them in being College and Career Ready. As our end of year tests are all going digital, we want to immerse students in technology so they feel comfortable in using it. We will use this technology, throughout the year to practice for the SAGE formative tests and Datawise to practice for our year end assessments. Analyzing the data from these formative assessments will help us identify and target areas of need. Digital Citizenship is crucial to training young people to function in this world of social media and being attached to devices 24/7. Our Computer Aide will teach the State program to all of our students during our rotations called Encore that each class has weekly. We are working with Josie Angerhofer with Utah Netsmartz to follow their program.

**Choose the academic area for this goal from the list. You may select more than one area for this goal.**

Mathematics Reading  
Science Writing  
Technology

**Identify the specific measurement(s) you will use to determine if you are making progress towards the goal.**

**Include the baseline and completed measurement.**

Academic progress is measured throughout the school year with DIBELS, DRA, DCS, grade level formative tests, district benchmark tests in Illuminate, and SAGE tests. DIBELS reading assessments are used for progress monitoring of students reading below grade level. DRA is used as a diagnostic tool. The end of level tests are used to check for school wide progress on a yearly summative level. Our SAGE 2014-15 results for grades 3-6 in Language Arts 39% and Math 48% and 47% 4-6 in Science. Our 4<sup>th</sup> grade had the highest Science scores out of all the elementary schools in the district. SAGE in 2015-16 had some improvement in ELA with 42%, Math went down a little 46%, and science in 4-6 went up 53%. We use the program Utah Compose at least twice a week to improve our writing skills. We use both Datagateway and the SAGE Formative assessments for our classroom formative assessments that will identify weak areas of learning to target with interventions. In addition, we are focusing on improving typing skills in all grades K-6 and having classroom computers will improve this essential skill with our Computer Aide who sees each class each week.

**List the specific steps of the ACTION PLAN for each goal.**

Northlake Elementary continues to purchase supplies, resources, and technology according to school need. We are wanting to increase the amount of computers in the classroom. Specifically we will purchase laptops for the Dual Language Immersion classrooms and Special Education. Now that all classes have these, we need to start back at 6<sup>th</sup> grade and replace the older machines. Also, for the next few years I will be adding another teacher in Dual Language – 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> – and they will need 5 each. All classrooms will have a Promethean board, projectors, replacement bulbs, document cameras, printers and printer cartridges, headphones with microphones (for Imagine Learning and SAGE), more school-wide student response systems (clickers), testing and grading software, as well as the Professional Development to effectively implement this technology. Each year, a classroom needs to be set up for the Chinese Dual Language Immersion classroom. We will not be able to purchase all this technology in one year, but hope to continue a yearly increase in the amount of resources.

Technology is not the only valuable resource to teachers, supplies are as well. Lab materials, manipulatives, books, and other resources are just as important. All of these materials provide opportunities for students to receive differentiated learning in reading, writing, math, science, and all other subject areas.

**Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure and how it is part of the ACTION PLAN. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.**

*General Supplies (610) \$2000*

Replacement projector bulbs, and printer cartridges

**Goal #3**

**State the SPECIFIC goal including when the school will reach the goal. List ACTION PLAN steps below.**

#3 Take advantage of the opportunity to spend less than 20% on a character building/behavior incentive program at Northlake. School Land trust made this opportunity possible starting in 2015-16 within the budget. We currently use Positive Behavior Interventions and Supports (PBIS) where schools are expected to: Increase consistent use of positive teaching and reinforcement strategies for behavior among teachers and other school staff. Reduce discipline referrals, suspensions and expulsions while increasing positive student and staff interactions and academic performance (behavioral excesses and deficits) which will be tracked by Educator's Handbook data. Increase data based decision-making about behaviors and academic skills to be consistently taught and reinforced across all settings and with all individuals. We would use this money to provide more incentives to students, which could allow for more Spin Days, ticket system, or an increase in the quality of incentive (small tokens, Assemblies, and age-level appropriate items) they are striving for. We want to focus on the older students are not always too excited about the incentives because what we could afford in the past were not appropriate for them.

\$2 per student = \$1,100

**Rough Estimates for 2016-17**

Carry over 2015-2016	2,056 (left after I finish purchases for 2015-16)
2016-2017 funding	37,299 (this was the amount on the website)
	39,355
Literacy Aides	26,000
Technology/Supplies	10,355
Utah Behavior Initiative PBIS	3,000
BALANCE	0