

School Plan 2019-2020 - NEW Timpanogos Middle School

School Plan Approved

School Plan Approval Details

Submitted By:

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Submit Date:

2019-04-26

Admin Reviewer:

Karen Rupp

Admin Review Date:

2019-05-30

District Reviewer:

Stacey Moore

District Approval Date:

2019-06-26

Board Approval Date:

2019-05-16

Goal #1 Goal

All students will pass essential skills that teachers have identified as essential for success in the next grade. This will be accomplished by the end of the school year.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- Foreign Language

Measurements

On quarterly basis Science, Math and Language Arts, and Social Studies teachers report the essential standards all students have passed. We will use this as our measure for what students are not mastering.

Action Plan Steps

All students will pass essential skills as identified by our teachers and Professional Learning Communities, to ensure this happens we will: Improve our Tier 1 instruction. This improvement will largely take place through the collaboration process, data mining, working as a learning community, and through ongoing professional development. As collaborative teams focus on the learning of each student, they will produce the following products: team norms, 3-5 essential skills during the year, curriculum map of the essential skills, 3-5 common assessments for each essential skill, and an intervention plan for those essential skills.

Part of the intervention plan involves hiring an Intervention Specialist that will identify students that have not shown proficiency on essential skills. Those students will be identified in 3 ways; 1. Teacher Intervention Committee, 2. Teacher recommendations, 3. Use of the SWARM page, Canvas or One note

The Intervention Specialist will pull identified students from non-core classes to provide additional Tier 2 & 3 support to ensure all students are able to show proficiency on essential skills.

We will also hire two intervention aides to work with at risk students identified by their grades, reading lexile scores, essential skills proficiency and other measures. These aides will work with students to ensure that all students are able to show proficiency on essential skills.

In order for Timpanogos to become more effective in helping all students learn, the teachers must also be continually learning. For this reason, teachers will be provided continual professional development. This professional development will include continual training on digital curriculum as they continue to implement digital curriculum in their classrooms.

Teachers will continue to use technology as a tool to produce learning products. Collaborative PLC teams will continue to work to refine the Response to Intervention (RTI) process in order to ensure that all students master essential skills. Teachers will also continue to refine the teaching process to ensure a higher focus on reading and improving Tier one instruction.

Teachers will continue the use of critical thinking and decision making skills by continuing to implement the concepts they have learned in Comprehensive Mathematics Instruction (CMI). They will also continue to participate in the CMI, job embedded professional development.

Teams will meet 2-5 days a year to go over data and create Common Formative Assessments. They will also revise the scope and sequence as they see the need based on data from the Reading Inventory, and RISE scores. Our professional development will include Kagan training, CMI training, technology training, ongoing PLC training and other RTI and tier 1 training opportunities as they present themselves.

The cost of this goal will be

\$127,000 - Salaries and Employee Benefits (100 and 200) 1 intervention specialist, 2 intervention aides, additional curriculum assessment days, extended professional development days.

Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	\$127000 - Salaries and Employee Benefits (100 and 200) 1 intervention specialist, 2 intervention aides, additional curriculum assessment days, extended professional development days	\$127,000
	Total:	\$127,000

Goal #2 Goal

We will provide extra support for students below grade level in literacy.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- Foreign Language

Measurements

We will use the 'Reading Inventory' to progress monitor Identified students reading levels every eight weeks.

Action Plan Steps

For the 2019-2020 school year

Look at DIBELS Lexile for incoming 6th grade, and 'Reading Inventory' for Current 7th and 8th grade

Students who scored low on those tests we will look at previous SAGE, and DIBELS scores.

Once a list is assembled, we will ask for teacher input for students on the list, and ones that may have been missed.

Students who score below the following Lexile levels will be put on a list for a reading class.

6th grade students below 800 Lexile

7th Grade students below 900 Lexile

8th Grade students below 950 Lexile

Once students are placed in the class, there will be progress monitoring every other month.

We will have three levels of reading classes.

Reading 1- 6th BR- 400

7th BR- 460

8th BR-490

Reading 2- 6th 400-475

7th 460-575

8th 490-605

Reading 3- 6th 480-800

7th 580-900

8th 610-950

Students who come in below level, but not significantly below will be monitored with the Reading Inventory 3 times a year.

6th grade- 800-995

7th grade- 900-1025

8th grade- 950-1100

The reading specialist will train all teachers on reading strategies they can apply in their classroom.

Our plan for students who need tier 2 and tier 3 intervention.

Tier 1- writing and comprehension in grade level class

Tier 2- stretch, Reading 3, and Reading 2

Tier 3- Reading 1, intervention led by reading specialist

We want the reading class to push students so they are able to read and comprehend appropriate grade level text. This will help them be ready for high school and the rigor involved there.

\$4,000 - Professional and Technical Services (300)
outside PD

\$2,000 - General Supplies (610)
Reading consumables

\$1,000 - Textbooks (641)
Reading teacher material

Expenditures

Category	Description	Estimated Cost
Professional and Technical Services (300)	\$4,000 - Professional and Technical Services (300) outside PD	\$4,000
General Supplies (610)	\$2,000 - General Supplies (610) Reading consumables	\$2,000
Textbooks (641)	\$1,000 - Textbooks (641) Reading teacher material	\$1,000
	Total:	\$7,000

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Employee Benefits (100 and 200)	\$127,000
Professional and Technical Services (300)	\$4,000
General Supplies (610)	\$2,000
Textbooks (641)	\$1,000
	Total:
	\$134,000

Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2018-2019 Progress Report	\$0
Estimated Distribution in 2019-2020	\$134,698
	Total ESTIMATED Available Funds for 2019-2020
	\$134,698
Summary of Estimated Expenditures For 2019-2020	\$134,000
	This number may not be a negative number Total ESTIMATED Carry Over to 2020-2021
	\$698

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?

We would excess funds to hire more aids, and specifically target literacy and the Hispanic achievement gap. We would also pay for professional development, extra media/library supplies and software.

Publicity

- School newsletter
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	2	2019-04-10

Amendment

Need to amend this school plan?

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