

Silver Summit Elementary 2019-2020 School Goals

Goal #1

Goal

Silver Summit Elementary students will be given a 3 minute math fact fluency pre and post test for each math fact operation identified for their grade. Students will increase their math fact fluency score from pre test to post test by 10 %.

Academic Areas

- Mathematics

Measurements

Achievement will be measured by using math fact tracking folder data, classroom assessment data, and digital Flash to Pass data. Individual math fluency goals will be set for each student by the classroom teacher and student. Students needing additional support in reaching the goal, as determined by the math fact tracking folder, classroom assessment data, and digital Flash to Pass data, will be provided Tier 2 instruction individually or in small groups by a trained para educator.

Action Plan Steps

We will fund the part time salary of \$2,500 and benefits of \$1,145 for a para educator to support in facilitating the goal. Developing automaticity is a building block for the success of students in the math classroom. Those basic facts do not just include multiplication facts, it also includes single digit addition, subtraction, and division problems. Our students will become math fact fluent at a personal level. Fluency goals will be set for each student by a classroom teacher after the students have received Tier 1 math instruction to build basic number sense needed for math fact success on a grade level. A pre and post test will be given each student. Kindergarten students will work on number sense fluency, first grade addition fluency, second grade addition and subtraction fluency, third grade addition, subtraction, and multiplication fluency, fourth grade addition, subtraction, multiplication and division fluency, and fifth grade students will work to improve their fluency while applying all math operations to grade level math content. Grade level math fact fluency folders will be created for each student by the classroom teacher. Each student will receive powerful Tier 1 math instruction. Students will be assessed on each essential math standard. Students that are identified as needing Tier 2 math fact fluency intervention by classroom assessments and digital assessment data from the Flash to Pass math fact program, will be given researched based, individual or small group intervention 2 to 3 times per week. Intervention data will be kept on each student and analyzed at

weekly school PLC meetings. Tier 2 intervention will be provided by a trained para educator until the assessment data for each student indicates that appropriate math fluency levels have been reached.

Expenditures

Category	Description	Estimated Cost
Total:		\$3,645
Salaries and Employee Benefits (100 and 200)	We will fund the part time salary of 2500 and benefits of 1145 for a para educator to support in facilitating the goal.	\$3,645

Goal #2

Goal

By June 1, 2020, Silver Summit Elementary will increase the number of first - fifth grade students who are proficient on DIBLES composite by 8%.

Academic Areas

- Reading

Measurements

Achievement will be measured by using Dibels fluency and accuracy assessments; Fountas & Pinnell leveled assessments, and a phonics survey the first 3 weeks of school. A second and third Dibels, Fountas & Pinnell Assessment, and phonics survey will be given at mid-year and at the end of the year. Data will be analyzed and data drill downs completed for each student. Tier 2 intervention will be provided to each student based on the drill down information. Tier 2 progress will be tracked through weekly Dibels progress monitoring.

Action Plan Steps

We will fund the part- time salary (\$8,500) and benefits (\$2,435.75) of para-educators to support in facilitating this goal. All elementary students will be given appropriate reading placement assessments that include, Dibels, Fountas & Pinnell, and a phonics survey the first 3 weeks of school. The school PLC team will meet and analyze test data and place students in appropriate Tier 1 reading instruction groups. Teachers and para teams will develop and teach powerful and appropriate Tier 1 reading instruction to each student. This instruction will include phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students will be progress monitored with a frequency that matches data information. Students that are determined to need Tier 2 reading instruction will be provided this instruction by a trained para-educator. This trained person will follow the information provided on the drill down sheet to provide direct, personalized, reading intervention to each student. Students needing Tier 2 intervention will be provided this intervention 3-4 times weekly until assessment data indicates that Tier 2 support is no longer needed.

Expenditures

Category	Description	Estimated Cost
Total:		\$10,935
Salaries and Employee Benefits (100 and 200)	We will fund the part- time salary (\$8,500) and benefits (\$2,435.75) of para-educators to support in facilitating this goal.	\$10,935

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Total:	\$14,580
Salaries and Employee Benefits (100 and 200)	\$14,580

Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2018-2019 Progress Report	\$0
Estimated Distribution in 2019-2020	\$14,581
Total ESTIMATED Available Funds for 2019-2020	\$14,581
Summary of Estimated Expenditures For 2019-2020	\$14,580
This number may not be a negative number Total ESTIMATED Carry Over to 2020-2021	\$1

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 funds will be spent in the following ways. 1. To purchase additional para support. We are a new blended learning school that provides 2 day and 5 day brick and mortar options with a online learning platform that highly correlates with the brick and mortar learning. 2. To purchase additional brick and mortar, hands on, differentiated learning curriculum and materials.

Publicity

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter
- School website