

School Plan 2020-2021 - Edith Bowen Laboratory School

School Plan Approved

School Plan Approval Details

Submitted By:

Karen Rupp

Submit Date:

2020-06-02

Admin Reviewer:

Karen Rupp

Admin Review Date:

2020-05-15

LEA Reviewer:

Karen Rupp

LEA Approval Date:

2020-06-16

Board Approval Date:

2020-04-21

Goal #1

close

State Goal

close

Grade levels will meet specific reading goals by the end of the year as outlined in the school literacy plan.

Academic Area

[close](#)

- English/Language Arts
- English/Language Arts

Measurements

[close](#)

Acadience administered and reported 3x/year RISE administered 2-3x/year Teacher-Developed Common Formative Assessments Diagnostics for intervention

Action Steps

[close](#)

Each of the steps listed below will be implemented and followed by all classroom teachers with support of administration and specialists.

Time has been allocated for curriculum development where teachers can work on the plan. In addition, specific professional development opportunities are being implemented to help in the accomplishment of this goal.

1. Follow a guaranteed and viable scope & sequence map aligned with Utah Core Standards.
2. Use evidence-based practices for literacy instruction.
3. Teach Utah Core vocabulary.

4. Pursue innovative opportunities to integrate curriculum.
5. Utilize Place-Based Learning to create real-life learning opportunities that directly connect to standards.
6. Grade level and vertical collaboration through PLCs.
7. Provide professional Development that is scaffolded, relevant, and researched-based.
8. Differentiation and intervention through a comprehensive RtI program. Specific books are purchased for the use in RtI to provide appropriately leveled materials for students.
9. Develop and teach standards-based units and assessments.
10. Books will also be purchased for our leveled library to support areas of need for students, including in Tier I and Tier II instruction.

Planned Expenditures

[close](#)

Category	Description	Estimated Cost
Books, Ebooks, online curriculum/subscriptions	Books will be purchased for the leveled library as well as directly for Tier 1 and 2 instruction in classrooms. These books are used for Tier 1 & 2 instruction and are available for all aides and teachers to check out.	\$2,000
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	Professional Development will be provided for teachers to support the most effective practices in literacy within their classrooms. Teachers will be working with experts at Utah State University and throughout the field to receive specific training meeting their needs in literacy.	\$3,000
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Materials will be purchased to support advanced level learners in the classroom and RtI groups. Materials will include both fiction and non-fiction books sets, as well as materials for teachers in preparing and delivering instruction.	\$800
	Total:	\$5,800

Digital Citizenship/Safety Principles Component

[close](#)

No

Goal #2

close

State Goal

close

85% of students in grades 3-6 will be proficient in end-of-year RISE math assessments.
85% of students will be proficient in end-of-year KEEP and 1-2 Skills Assessments in math.

Academic Area

close

-
- Mathematics

Measurements

close

Grade level skills assessment RISE administered 1-2x/year Teacher-developed common formative assessments.

Action Steps

close

Each of the steps listed below will be implemented and followed by all classroom teachers with the support of administration and specialists.

Time has been allocated for curriculum development where teachers can work on the plan. In addition, specific professional development opportunities are being implemented to help in the accomplishment of this goal.

1. Follow a guaranteed and viable scope & sequence map aligned with Utah Core Standards.
2. Use evidence-based practices for numeracy instruction.
3. Teach Utah Core vocabulary.
4. Pursue innovative opportunities to integrate curriculum.
5. Utilize Place-Based Learning to create real-life learning opportunities that directly connect to standards.
6. Grade level and vertical collaboration through PLCs.
7. Provide Professional Development that is scaffolded, relevant, and researched-based. Books will be purchased for teachers to use in professional development and instruction development.
8. Differentiation and intervention through a comprehensive RtI program. Specific books and manipulatives are purchased for the use in RtI to provide appropriately leveled materials for students.
9. Develop and teach standards-based units and assessments.
10. Manipulatives will also be purchased for our leveled library to support areas of need for students, including in Tier I and Tier II instruction.

Planned Expenditures

close

Category	Description	Estimated Cost
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Manipulative and teacher resources will be purchased to support Tier 1 and 2 instruction. Materials will be purchased to support advanced level learners in the classroom and RtI groups.	\$1,000

	Total:	\$4,000
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Category	Description	Estimated Cost
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	Professional Development will be provided for teachers to support the most-effective practices in mathematics within their classrooms. Teachers will be working with experts at Utah State University and throughout the field to receive specific training meeting their needs in numeracy. This can include advanced coursework and attendance at regional and national conferences.	\$3,000
	Total:	\$4,000

Digital Citizenship/Safety Principles Component

close

No

Goal #3

close

State Goal

close

85% of students will be proficient according to grade level rubrics for writing.

Academic Area

close

- English/Language Arts
- English/Language Arts

Measurements

[close](#)

RISE Writing Assessment 1-2x/year for 5th grade Grade level rubrics, scoring, and sharing.
RISE Benchmark assessments in grades 3-6 Utah Compose, Canvas, and Google Tools in grades 3-6

Action Steps

[close](#)

Each of the steps listed below will be implemented and followed by all classroom teachers with the support of administration and specialists.

Time has been allocated for curriculum development where teachers can work on the plan. In addition, specific professional development opportunities are being implemented to help in the accomplishment of this goal.

1. Follow a guaranteed and viable scope & sequence map aligned with Utah Core Standards.
2. Use evidence-based practices for numeracy instruction.
3. Teach Utah Core vocabulary.
4. Pursue innovative opportunities to integrate curriculum.
5. Utilize Place-Based Learning to create real-life learning opportunities that directly connect to standards.
6. Grade level and vertical collaboration through PLCs.
7. Provide Professional Development that is scaffolded, relevant, and researched-based. Books will be purchased for teachers to use in professional development and instruction development.
8. Differentiation and intervention through a comprehensive RtI program. Specific books and manipulatives are purchased for the use in RtI to provide appropriately leveled materials for students.
9. Develop and teach standards-based units and assessments.
10. Manipulatives will also be purchased for our leveled library to support areas of need for students, including in Tier I and Tier II instruction.
11. Purchase The Handwriting Without Tears program.

Planned Expenditures

close

Category	Description	Estimated Cost
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	Professional Development will be provided for teachers to support the most-effective practices in writing within their classrooms. Teachers will be working with experts at Utah State University and throughout the field to receive specific training meeting their needs. This can include advanced coursework and attendance at regional and national conferences.	\$3,000
Books, Ebooks, online curriculum/subscriptions	The Handwriting Without Tears program (which includes Keyboarding Without Tears) is used in grades K-3 to develop the transcriptional fluency necessary for writing development. Teachers use the program to teach both manual and cursive handwriting at a developmentally appropriate level while supporting students fine motor skills.	\$5,000
	Total:	\$8,000

Digital Citizenship/Safety Principles Component

close

No

Goal #4

close

State Goal

close

80% of students in grades 4-6 will be proficient in end-of-year RISE science assessments.
85% of students will be proficient in teacher-developed common formative assessments in

science.

Academic Area

[close](#)

- Science

Measurements

[close](#)

RISE Assessment 1-2x/year Project-based learning with rubrics Teacher developed common formative assessments RISE Benchmark assessments in grades 3-6

Action Steps

[close](#)

The steps of the activity plan are outlined below and will be followed to assure students make adequate progress and achievement in science. The new SEEd standards require extensive training and support in order to implement them well. Teachers will continue to have monthly time to develop their instructional plans as well as attend conferences and training to help prepare.

1. Develop and follow a guaranteed and viable scope & sequence map aligned with new Utah SEEd Standards.
2. Unpack standards for science and develop storylines and instructional units.
3. Include community experts with class instruction and utilize USU resources.
4. Provide authentic science practice. Supplies will be purchased for STEM initiatives and classroom maker-spaces to support inquiry-based science instruction.
5. Professional Development on new standards, inquiry-based science instruction, and

developing content knowledge.

6. Differentiation and intervention, particularly on science vocabulary

Planned Expenditures

close

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Teachers will be paid for participation in extra science curriculum development and training outside of contract time.	\$14,000
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Supplies will be purchased to support the implementation of the new science standards. These standards focus on a hands-on inquiry approach that requires teachers to have access to science tools and materials. The materials will be cataloged in the science closet and available for teachers to use during instruction.	\$8,000
Books, Ebooks, online curriculum/subscriptions	Books will be purchased for our Leveled Library to support areas of need for students. These books are used for Tier 1 & 2 instruction and are available for all aides and teachers to check out.	\$2,000
	Total:	\$24,000

Digital Citizenship/Safety Principles Component

close

No

Goal #5

close

State Goal

close

Increase academic achievement in reading, math, writing, and science by assisting students in developing organization and self leadership skills.

Academic Area

[close](#)

-
- English/Language Arts
 - Mathematics
 - English/Language Arts
 - Science
 - Social Studies
-

Measurements

[close](#)

Improved student performance on RISE and Acadience

Action Steps

[close](#)

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1. Utilize the Leader in Me program to help students develop self-management skills that will allow them to be successful in an academic setting.
 2. Monitor use of the Leader in Me program through surveys and classroom observations.
 3. Complete yearly Leader in Me trainings with students and faculty.
-

Planned Expenditures

[close](#)

Category	Description	Estimated Cost
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	Funding for the Leader in Me professional learning and resources.	\$3,000
	Total:	\$3,000

Digital Citizenship/Safety Principles Component

[close](#)

Yes

Category	Description
Behavioral	The Leader in Me program has been shown to assist students in developing self-management and organization skills necessary for academic success. We have found that the skills and mindset promoted by this program help students set and achieve academic goals, attend to their academic work, and assist others in their academic progress.

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Books, Ebooks, online curriculum/subscriptions	\$9,000
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$9,800
Total:	\$44,800

Category	Estimated Cost (entered by the school)
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$12,000
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$14,000
Total:	\$44,800

Funding Estimates

Estimates	Totals
Carry-over from 2019-2020	\$993.99
Distribution for 2020-2021	\$44,830
Total Available Funds for 2020-2021	\$45,823.99
Estimated Funds to be Spent in 2020-2021	\$0
Estimated Carry-over from 2020-2021	\$45,823.99
Estimated Distribution for 2021-2022	\$46,971
Total Available Funds for 2021-2022	\$92,794.99
Summary of Estimated Expenditures for 2021-2022	\$44,800
Estimated Carry-over to 2022-2023	\$47,994.99

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 LEA, 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?

The increased distribution will be used to provide additional professional development for teachers that address each of the goals. We have a proposal process for teachers to attend regional and national conferences with accountability for presenting information to all faculty upon return. These extra funds will be used to support this initiative and provide teachers with current training and research regarding the delivery of most effective practices in our goal areas.

Publicity

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
10	1	2	2020-03-16

Comments

Date	Name	Comment
2020-05-29	Karen Rupp	Released for an amendment.

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