Daybreak Elementary School Plan 2018-2019

**Goal 1**

Daybreak Elementary school plan is centered on the essential questions of the Professional Learning Community (PLC): 1. What is it we expect students to learn (what knowledge or skills should students acquire as a result of instruction)? 2. How will we know when each student has learned the essential knowledge or skill? 3. How will we respond when some students do not learn? 4. How will we respond when some students clearly achieved the intended outcome? Goal1: Our first goal correlates with questions 1 and 2. Through the implementation of the PLC process, teachers will develop common curriculum maps that will allow them to create common formative assessments that measure student learning.

**Academic Areas**

* Reading
* Mathematics
* Writing

**Measurements**

1. Updated curriculum maps for each teacher team.
2. Notes from PLC meetings, which will include the following:
3. Grade levels will create and implement SMART goals linked to student.
4. Teachers will use common formative and JSD benchmark assessments and will use the data to support students’ needs during intervention.
5. Teachers will use the assessments and work with their team to provide regular data analysis throughout the school year that will be used to discuss student progress and inform instruction.
6. Teams will discuss instructional strategies that will enhance student learning and create common formative assessments, as well as use JSD benchmark assessments.

**Action Plan Steps**

Provide Professional Development time for PLC and intervention strategies

1. Provide time for the PLC leadership team to meet to discuss school-wide data and create goals for the school.

2. Provide time for teachers to develop and refine their common curriculum maps

3. Provide time for teachers to develop common formative assessments

4. Provide 17-hour assistants who assist teachers by allowing time for PLC and intervention time.

5. Provide opportunities for teachers to attend professional development and conferences that support our PLC goals, such as but not limited to Solution Tree, Mastery Connect, or Mike Mattos.

**Expenditures**

|  |  |  |
| --- | --- | --- |
| Category | Description | Estimated Cost |
| Salaries and Employees Benefits (100 and 200) | Funds will be used to hire four 17 hour assistants who assist during intervention time, data gathering, and PLCs. | $28,000 |
| Professional and Technical Services (300) | Pay professional development and conference registration | $6,600 |
|  | Total: | $34,600 |

**Goal 2**

Our second goal addresses the second essential question. 3. How will we respond when some students do not learn? Through the implementation of the PLC process, teachers will examine data gathered from the common district benchmark assessments and other common formative assessments to determine students mastery of the core standards and skills.

**Academic Areas**

* Reading
* Mathematics
* Writing

**Measurements**

1. Notes from PLC meetings with minutes regarding the examination of student data.

2. Teachers will use common formative assessments, JSD benchmark assessments, guided reading levels, SRI, and DIBELS.

Teachers will use the data to support students needs during intervention to ensure all students are making progress.

**Action Plan Steps**

1. Teachers will be provided with the time to meet in Professional Learning Communities to analyze data and to discuss student needs.
2. We will continue the implementation of our Tier II program during the day that allows the teachers to focus on the student who are not proficient on core standards.
3. We will provide aides to support the teachers in working with students who have been identified through using the common formative assessments.
4. Teachers will receive training embedded in PLC meetings, faculty meetings, and district in-service to further their understanding of using data informed instruction.
5. We will continue to provide technology that allows teachers to differentiate instruction for students that are learning a different pace.
6. During the intervention time, the assistants will implement character education including Rad Kids.

**Behavioral Component**

|  |  |  |
| --- | --- | --- |
| Category | Description | Final Explanation |
| Behavioral/Character  Education/Leadership  Component | The goals of implementing Character education in our school is to a climate to support academic achievement, develop a caring community, and provide a safer environment for teaching and learning |  |

**Expenditures**

|  |  |  |
| --- | --- | --- |
| Category | Description | Estimated Cost |
| Salaries and Employee Benefits (100 and 200) | Three aides assisting with interventions and PLC times. | $21,000 |
| General Supplies (610) | Materials to implement the Rad Kids program. | $1,000 |
|  | Total: | $22,000 |

**Goal 3**

Our third goal addresses essential question four. 4. How will we respond when some students clearly achieved the intended outcome? Goal 3: Through the PLC process, data will be collected to determine which students need re-teaching, interventions, and students who need acceleration.

**Academic Areas**

* Reading
* Mathematics
* Writing

**Measurements**

1. Notes from PLC meetings with minutes regarding the examination of student data
2. Teachers will use common formative assessments, JSD benchmark assessments, guided reading levels, SRI, and DIBELS.

Teachers will use the data to support students’ needs during intervention to ensure all students are making progress

**Action Plan Steps**

1. Teachers will be provided with the time to meet in Professional Learning Communities to analyze data and to discuss student needs.
2. We will continue the implementation of our Tier II program during the day that allows the teachers to focus on the students who have mastered the core standards.
3. We will provide aide support while the teacher is working with the students who have mastered the core standard.
4. We will continue to provide technology that allows teachers to differentiate instruction for students who are learning a different pace.

**Expenditures**

|  |  |  |
| --- | --- | --- |
| Category | Description | Estimated Cost |
| Salaries and Employees Benefits (100 and 200) | Hire one 17 hour assistant to support teachers during extensions time and PLCs. | $7,000 |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | Purchase addition computer equipment for student use. | $8,361 |
|  | Total | $15,381 |

**Summary of Estimated Expenditures**

|  |  |
| --- | --- |
| Category | Estimated Cost (entered by the school) |
| Salaries and Employee Benefits (100 and 200) | $56,00 |
| Professional and Technical Services (300) | $6,600 |
| General Supplies (610) | $1,000 |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | $8,381 |
| Total: | $71,981 |

**Funding Estimates**

|  |  |
| --- | --- |
| Estimates | Totals |
| Estimated Carry-over from the 2017-2018 Progress Report | $5,000 |
| Estimated Distribution in 2018-19 | $66,981 |
| Total ESTIMATED Available Funds for 2018-19 | $71,981 |
| Summary of Estimated Expenditures For 2018-2019 | $71981 |
| Total ESTIMATED Carry Over to 2018-2019 | $0 |

**Increased Distribution**

*The 2018-2019 distribution in this plan is an estimate. If the actual distribution is more than the estimate, how will additional funds be spent to implement the goals described in the plan?*

Additional funding would be used to pay the salary for the BTS teacher or additional aides, which provides time for teachers to meet in PLCs and implement interventions. Additional funding would also be used to purchase technology that will support students during intervention or enrichment times.

**Publicity**

* School newsletter
* School website

**Council Plan Approvals**

|  |  |  |  |
| --- | --- | --- | --- |
| Number Approved | Number Not Approved | Number Absent | Vote Date |
| 10 | 0 | 2 | 2018-03-28 |