

## School Plan 2020-2021 - Highland Park EL

Want to add another goal?

[ADD A GOAL](#)

### Goal #1

[EDIT](#)

#### Goal

By the end of the year, we will increase the number of students reading at or above grade level by 6% from the beginning of school (BOY) to end of year (EOY) as measured by the DIBELS Nonsense Word Fluency for kindergarten and first grade, the DIBELS Oral Reading Fluency for second and third grade, and the HMH Reading Inventory and DIBELS MAZE for students in fourth through sixth grade.

#### Academic Areas

- Reading

## Measurements

We will use DIBELS Nonsense Word Fluency for kindergarten and first Grade, DIBELS Oral Reading Fluency for second and third grade, and the HMH Reading Inventory and DIBELS MAZE for students in fourth through sixth grade.

## Action Plan Steps

We will hire a paraprofessional for each grade level (K, 1, 2, 3, 4 & 5-6) up to 20 hours per week to support grade levels in providing small group instruction on reading.

Purchase software to support reading at school and at home. (RAZ+, Keyboarding without tears, EPIC)

We will conduct a parent night at the beginning of the year to help parents learn strategies to support their children with literacy and academics via Zoom.

## Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	Hire paraprofessionals to support each grade level up to a total of 20 hours per week (K, 1, 2, 3, 4, & 5-6) to provide support for small group reading instruction.	\$67,961
Software (670)	Keyboarding without Tears Handwriting without Tears RAZ+	\$3,828
Total:		\$71,789

## Goal #2

[EDIT](#)

### Goal

We will increase reading scores by 6% from the beginning of the year to the end of the year as measured by Acadience and RI reading assessments, as outlined above, and other alternative measures as appropriate. To impact these scores, we will focus on teaching all students skills to be engaged learners during instruction and strategies to improve behavior and keep students in class where they can be engaged in critical literacy instruction. The focus skills and strategies include identifying emotions and selecting ways to calm themselves, selecting constructive ways to deal with upsetting emotions, walking away/removing themselves from triggering events, using self-monitoring strategies to regulate emotions, and self-assessing on-task engaged behavior. Progress will be measured and documented by observations of student engagement by an administrator, Educator's Handbook reports, behavior paraprofessional log entries, and documented social skills lessons.

### Academic Areas

- Reading
- Health

### Measurements

DIBELS Acadience Assessment  
RI Assessment  
Other appropriate measures of reading comprehension  
Observations of student engagement  
Monthly Educator Handbook reports (Comparison from beginning of year to end of year)  
Behavior paraprofessional log entries (Frequency data)  
Documented social skills lessons

## Action Plan Steps

Analyze data from Educator Handbook referrals to determine the priority of social skills lessons that need to be taught at each grade level.

Our counselor will provide monthly social skills lessons.

Our counselor will take on the role of PBIS coordinator.

Teachers will provide opportunities to practice skills taught.

We will hire a 29.5 behavior paraprofessional to work closely with the Student Services Team, District Behavior Coach, and counselor to provide services to students who are in need of specialized support.

We will continue to monitor data and make adjustments with practices and instruction.

We will provide professional development to both regular ed and special ed teachers on engagement strategies.

We will conduct classroom observations with a focus on student engagement.

## Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	One behavior paraprofessional at 29.5 hours per week to provide behavioral support to students who are unable to access instruction due to social/emotional learning crises, take intervention data on students brought to Student Services Committee for social/emotional issues, and provide academic support to students identified as needing support. \$500 stipend for counselor to participate in training for PBIS coordinator.	\$17,705
Professional and Technical Services (300)	Stipend for our school Kagan Team to provide monthly professional development for staff on engagement strategies.	\$2,800
General Supplies (610)	Supplies and materials to support engagement professional development given by the school Kagan team.	\$200
Total:		\$20,705

## Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Employee Benefits (100 and 200)	\$85,166
Professional and Technical Services (300)	\$2,800
General Supplies (610)	\$200
Software (670)	\$3,828
<b>Total:</b>	<b>\$91,994</b>

## Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2019-2020 Progress Report	\$15,834
Estimated Distribution in 2020-2021	\$80,661
Total ESTIMATED Available Funds for 2020-2021	\$96,495
Summary of Estimated Expenditures For 2020-2021	\$91,994
This number may not be a negative number Total ESTIMATED Carry Over to 2021-2022	\$4,501

*The Estimated Distribution is subject to change if student enrollment counts change.*

### Funding Changes

Edit

*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?*

If there is an increase, priority would be given to technology, software, curriculum materials, professional development, and/or personnel to support reading goals. Each of these will support our Land Trust goals.