

Trust Land Plan for Horizon School and ATEC West 2021-2022

Goal: Given one math goal on a student's IEP in the 2021-2022 school year, 65% of the students will demonstrate progress by moving at least one sub-prompting level (i.e. Direct Verbal-Indirect Verbal) on the prompt hierarchy towards less prompting or at least 10% accuracy increase based on data taken from Fall 2021 to Spring 2022.

Academic Areas: Math and Health

Measurements: Baseline data will be collected from all teachers starting in Fall 2021 based on performance in their IEP math goal and then again in early Spring to determine progress.

Action Steps:

Math goal:

-Teachers will collaborate over the summer to further clarify main and sub prompting levels, including a united system for school-wide data collection and professional development in how to prompting and fading.

-A day prior to the beginning of school, teachers will use their increased understanding to train their classroom paraeducators to ensure uniformity.

-Before the last day of September 2021, teachers will assess where each of their student's is in what level of prompting needed to perform their math IEP objective/goal.

-Teachers will collaborate every other week with their collaborative teacher teams to review prompting data, progress, and prompting practices to find ways to better support or intervene.

-Teachers will receive at least monthly training from our special education department regarding best practices.

-Teachers will take targeted data again in December to assess a midway point on their path to our goal.

-Teachers will take targeted data again in early Spring (February-March) to assess the progress over the year.

-Data and progress will be presented to the SCC no later than March 2022.

Zones of Regulation:

-Teacher teams will meet and collaborate over the Summer 2021 to create a system-wide system to teach students emotional regulation using Zones of Regulation program. In this collaboration teachers will create school-wide visuals in each environment. They will take time to create adapted lessons on the Zones of Regulation to teach in the 2021-2022 school year.

-Paras will be paid to come in and receive behavior training

-Teachers will spend time to train their paraeducators before school starts on how they will be using the Zones of Regulation program to help students identify their emotions and strategies to help them regulate to be ready to learn.

-Visuals will be created and posted in each classroom and common areas around the school to give staff and students the opportunities to engage in the program.

-Teachers will teach adapted lessons from the Zones of Regulation program throughout the year to increase student understanding and ability to use the tools for regulation.

-Teachers will give students daily opportunities to identify their emotions and which zone they are in.

Planned Expenditures

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Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	We will use days in the summer for our collaborative teacher teams to work together to further refine our prompting hierarchy and create a systematic way to teach and track how we utilize them to instruct and support students. They will work on their math curriculum map, essential elements, and lesson planning. In addition, we will pay for a full day for teachers to collaborate on the Zones of Regulation to prepare lessons, materials, and create a schoolwide way to teach and reinforce emotional regulation to assist them in their math learning.	\$12,663
Services, goods and fees not defined above	Each teacher will be given funds to purchase math supplies to support their students in making progress in their math IEP goal(s).	\$2,000
Books, Ebooks, online curriculum/subscriptions	Zones of Regulation textbooks will be purchased for staff to utilize in summer collaboration and throughout the year.	\$600
Total:		\$15,263

Funding Changes:

Any additional funds will focus on areas of need related to the school goals in purchasing salaries/benefits for extra collaboration time or professional development opportunities, software or apps related to the math or behavior goals, or other materials and supplies (additional supplies for math support or zones) that support the goals for the 2021-2022 school year.

Publicity: School Website, School Newsletter