

School Plan 2014-2015

1. Briefly describe the School LAND Trust Plan by explaining each goal the council has identified. Plans should be research based. If your school has more than five goals, you will need to describe additional goals within the fifth goal. **For this template, if you have more than one goal, please copy/paste the entire Goal Section for each goal in the school plan and renumber them. A complete goal section is found between **** and **** below.**

GOAL #1

a. State the SPECIFIC goal including when the school will reach the goal. List ACTION PLAN steps in the third textbox below.

Reading/Technology Goals

1. By May of 2015, 85% of students will meet or exceed benchmark on Tests of Early Literacy (K-1) or Oral Reading Fluency (1st-5th)
2. By May of 2015, 91% of 3rd-5th graders will be proficient on ELA SAGE

Math/Technology Goals

3. By May of 2015, 85% of students will meet or exceed benchmark on Tests of Early Numeracy (K-1) or Math Computation Fluency (M-COMP)
4. By May of 2015, 91% of 3rd-5th graders will be proficient on Math SAGE

b. Highlight the academic area for this goal from the list. You may select more than one area for this goal.

- Reading
- Math
- Technology

c. Identify the specific measurement(s) you will use to determine if you are making progress towards the goal. Include the baseline and completed measurement. **A table may be entered here, as described above.**

	% at Benchmark on TEL/R-CBM			% at Benchmark on ELA CFAs and SAGE						
	Fall	Winter	Spring	1	2	3	4	5	6	SAGE
Kindergarten										
First Grade										
Second Grade										
Third Grade										
Fourth Grade										
Fifth Grade										

	% at Benchmark on TEN/M-COMP			% at Benchmark on Math CFAs and SAGE				
	Fall	Winter	Spring	1	2	3	4	SAGE
Kindergarten								
First Grade								
Second Grade								
Third Grade								
Fourth Grade								
Fifth Grade								

d. List the specific steps of the ACTION PLAN to reach this goal.

Classroom teachers will use the district ELA program, Reading Street, both in whole group and small group instruction as they implement the Utah Core Standards in English Language Arts (ELA). Teachers will meet in weekly GLT (Grade Level Team) meetings to receive Professional Development (PD), discuss ELA student-learning data, and to plan for quality ELA instruction. Teachers will administer ELA Common Formative Assessments (CFAs) and R-CBMs to monitor the progress of their students in reading.

Classroom teachers will use the district Math program, EnVisionMATH, both in whole group and small group instruction as they implement the Utah Core Standards in Math. Teachers will meet in weekly GLT meetings to receive PD, discuss Math student-learning data, and to plan for quality Math instruction. Teachers will administer Math CFAs and M-COMPs to monitor the progress of their students in mathematics.

Majority of our Land Trust funding will be allocated to fund Curriculum Aides (\$30,000). Based on our Fall data, we will identify our areas of greatest need in Math and ELA for each grade level. We will prioritize grades K-3 initially, and provide additional intervention support to grades 4-5 as resources allow. Using Fall and Winter data to determine specific needs and priorities, our curriculum aides we support our students in the following ways:

- Curriculum aides work with students in small group instruction using Reading Street intervention materials. Students who are below benchmark in TEL or R-CBM will be identified for intervention.
- Curriculum aides support student keyboarding and technology skills to increase typing fluency for better computer-based writing and technology fluency, as to be evidenced on the SAGE end-of-year assessment.
- Curriculum aides support math proficiency using EnVisionMATH and Reflex Math materials.
- Curriculum aides support Chinese-language math instruction to support math proficiency in dual immersion classes.
- Curriculum aides support Specials classes to free Grade Level Teams up for collaboration and data discussions.
- Curriculum aides support classrooms so that teachers can provide small group instruction to address specific student needs.

A portion of our Land Trust funding will be allocated to fund substitutes so that classroom teachers may attend Professional Development (\$1,200) to support the following areas:

- Effective use of all components of our ELA and Math programs
- Explicit instruction
- Maximizing opportunities to respond
- Effective use of feedback
- Effective vocabulary instruction
- Scaffolded instruction and grouping structures
- Acquisition, automaticity and application
- RTI and providing tier 2 and tier 3 interventions in the classroom
- Positive Behavioral Interventions and Supports
- Data-based decision making
- Classroom observation, coaching, and self-reflection
- Integrating technology into the classroom
- Other topics as needs arise

A portion of our Land Trust funding will be allocated to fund Software (\$3,500) to support instruction and intervention in the following areas:

- ELA – Keyboarding licenses
- Math – Reflex Math licenses
- Technology – Reflex Math, Science Gizmos, and Keyboarding licenses

A portion of our Land Trust funding will be allocated to fund **a mini iPad lab** (\$3,400) to support our instruction and intervention in the following areas:

- ELA
- Math
- Technology

A portion of our Land Trust funding will be allocated for General Supplies (\$1,900), to support intervention and instruction in the following areas:

- ELA
- Math
- Technology

Data on student progress will be shared on a regular basis with the faculty and school community. School wide and grade level CBM data will be shared after each benchmark. Teachers will share reading CFAs data after each assessment. This data will be used to plan for increasing core instruction and intervention, and will help us to know what progress we are making towards our school goals.

e. Planned expenditures - You may select more than one category for each goal.

Expenditure Categories:

Curriculum Aides

Salaries and Employee Benefits (100 and 200)	\$30,000
Professional and Technical Services (300)	\$1,200
Software (670)	\$3,500
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$3,400
General Supplies	\$1,900

2. Financial Proposal *This chart is automatically calculated in the online version from entries made in each goal.*

Estimated Carry-Over from 2013-2014	\$2,374.21
Estimated Distribution in 2014-2015	\$39,073
Total ESTIMATED Available Funds for 2014-2015	\$41,447.21

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Salaries and Employee Benefits (100 and 200)	30,000				
Professional and Technical Services (300)	1,200				
Repairs and Maintenance (400)					
Other Purchased Services (Admission and Printing) (500)					
Travel (580)					
General Supplies (610)	1,900				
Textbooks (641)					
Library Books (644)					
Periodicals, AV Materials (650-660)					
Software (670)	3,500				
Equipment (Computer Hardware, Instruments, Furniture) (730)	3,400				
GOAL TOTALS	40,000				
TOTAL PLANNED EXPENDITURE	\$40,000				
Carry-over to 2015-2016	\$1,447.21				

3. Please explain the reason for the ESTIMATED carry-over to 2015 – 2016. Funds identified to be carried-over should be identified for a specific future need and should not be used as a savings account.

Carryover is less than 5% of distributed funds.

4. Plans for expenditures of an increased distribution:

The 2014-2015 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? Please indicate the goal number(s) identified above and explain how the increased funds will further implement the action plan. Please provide an adequate

explanation of academic use so that it will not be necessary to go back to the school board for approval to expend an increased distribution.

If we receive more funds than was estimated, we will use the additional funds to support Goal #1 through additional curriculum aide time or additional general supplies to provide greater support of the instruction and intervention of ELA, Math, and Technology skills at our school.

5. How will the plan and results be publicized to your community? (Please highlight all that apply.)

If you would like free stickers and/or a stamp to identify School LAND Trust purchases such as books or computers, [click here](http://slt.digitaltrike.com/ajax/stickers.php) (http://slt.digitaltrike.com/ajax/stickers.php) to request them.

- Letters to policy makers and/or administrators of trust lands and trust funds
- School newsletter
- School website
- School marquee
- School Community Council meetings

6. The vote of the council/committee to approve the 2014 - 2015 School LAND Trust Plan was recorded in the minutes and took place on:

Date: 3/13/14

The vote was

Number who approved: 6

Number who did not approved: 0

Number who where absent: 2

If the council reconsiders their action to approve the plan or if the district/school board requests changes to the plan, another vote of the council/committee is required.

ADD ANOTHER DATE and vote by copying the same information above between ** and **** and then pasting it here.**

This template is being provided at the request of principals and districts. We hope the template is useful. Input and suggestions are welcome and appreciated. ***paula.plant@schools.utah.gov***