



# AMELIA EARHART ELEMENTARY SCHOOL FY21



**SUCCESS FOR EVERY STUDENT:**

**THE PROVO WAY**

**SCHOOL IMPROVEMENT PLAN 2020-21**

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EVERY STUDENT WILL END EACH SCHOOL YEAR HAVING MET OR EXCEEDED THE ESSENTIAL LEARNING STANDARDS, FULLY PREPARED FOR THE NEXT GRADE/COURSE.

## INTRODUCTION

The students and educators of Provo City School District enjoy a legacy of commitment and caring in a community rich with diversity. The community has rallied to support the building of four new schools, and rebuilding five schools, in the past decade. This community support and interest in its schools has been a hallmark of Provo City.

## GOALS

Superintendent Keith Rittel and the Board of Education define the aim for the district improvement plan:

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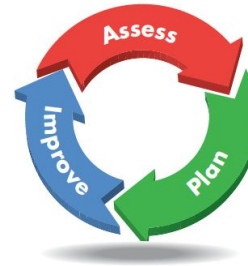
*Every student will end each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.*

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Because, as emphasized by Connie Moss and Susan Brookhart in *Learning Targets*, “our beliefs are the best predictors of our actions in any situation,” the district aim statement establishes our core belief and is the foundation of the actions we plan and take.

And, this belief predicts our actions –

- We have an improvement plan that focuses on student outcomes.
- We will execute our plan together.
- We will review and measure our performance.
- We will continuously improve teaching and learning.



### Board of Education Goals

Our actions will focus on achieving five goals set by the board of education:

1. Continuous academic improvement and transparency.
2. Support for teachers and teaching aligned with research, best practices, and teacher-identified needs.
3. Improved certainty and stability in the direction of the district.
4. Financial prioritization, long-term planning, and transparency.
5. 91% of students receive a high school diploma.

Additionally, the district commits to the state goal of ensuring reading proficiency for students by the end of third grade.

**SCHOOL PLANNING TEAM**

*Include administration, teachers, staff members, parents and community members*

|                                  |                                    |  |
|----------------------------------|------------------------------------|--|
| <b>Principal</b><br>Ryan McCarty | <b>Facilitator</b><br>Kylee Harper | <b>TI Coordinator</b><br>Jonathan Hoehne |
| <b>Teacher</b><br>LaDale Tobler  | <b>Teacher</b><br>Joanna Pace      | <b>Teacher</b><br>Alyssa Wilkes          |
| <b>Teacher</b>                   | <b>Teacher</b>                     | <b>Teacher</b>                           |

**SCHOOL DEMOGRAPHICS**

| <b>Student Count</b> (enter # of students)                       | <b>PreK</b> | <b>K</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>Total</b> |
|--|-------------|----------|----------|----------|----------|----------|----------|----------|--------------|
|  | 0           | 59       | 67       | 69       | 79       | 63       | 71       | 75       | 483          |
| <b>English Language Learners</b> (enter # of students)<br>**% EL |             | 2        | 15       | 19       | 22       | 21       | 26       | 27       | 133          |

|                           |                            |                                 |                        |                      |                             |                                 |                      |
|---------------------------|----------------------------|---------------------------------|------------------------|----------------------|-----------------------------|---------------------------------|----------------------|
| <b>Ethnicity</b>          | <u>Caucasian</u><br>54.8%  | <u>African American</u><br>0.4% | <u>Latino</u><br>35.5% | <u>Asian</u><br>0.2% | <u>Native American</u><br>% | <u>Pacific Islander</u><br>2.2% | <u>Other</u><br>6.8% |
| <b>Gender</b>             | Male: 46%      Female: 54% |                                 |                        |                      |                             |                                 |                      |
| <b>Low Socio-Economic</b> | 67%                        |                                 |                        |                      |                             |                                 |                      |

Are you a TSI School? \_\_\_ Yes \_\_x\_\_ No

If yes, please list the area(s) for Targeted Support:

**Goals at a Glance FY20**

| <b>Required Goal Areas</b> | <b>Goal(s)</b>  | <b>Essential Implementation Components</b>   |
|----------------------------|---|--|
| English Language Arts      | <p>80% or more of K-6 students will have typical or better progress on Pathways of Progress in DIBELS</p> <p>Increase the number of students who are proficient on EOY DIBELS to 75%</p>  | <p>Tier 1 instruction PD and effective Tier 1 Instruction<br/>           Differentiated literacy flowchart<br/>           Data Analysis Meetings<br/>           Progress Monitoring<br/>           Differentiated literacy instruction time and use of paraprofessionals<br/>           95%, Quick Reads, SPIRE, etc..</p> |
| Mathematics                | <p>95% or more of 2-6 students will be on end of year grade level expectation based on quantile scores from the Into Math Adaptive Assessment</p> <p>OR</p> <p>Make the quantile growth equivalent to at least 1.0 grade level or higher</p> <p>AND</p> <p>Increase 3% on RISE Math Assessment. (47% to 50%)</p>  | <p>Tier 1 Instruction PD and effective Tier 1 instruction (including visible learning for mathematics and filming instruction and reflection)<br/>           Differentiated Math time with paraprofessionals<br/>           Evaluation focus on math</p>   |
| PBIS                       | <p>Decrease the number of students who have 3 or more ODRs from 9% to 6%.</p> <p>Reduce the total number of ODRs by 15%</p> <p>95% or higher of students will take the SEL to get baseline measures of student grit, perseverance, as well as other social-emotional factors.</p> <p>Identify 5% of students most at-risk according to the SEL, and/or ODRs, and address next steps for each in at-risk meetings.</p> | <p>Educators Handbook<br/>           Additional staff for Check and Connect<br/>           Coordination with Social Worker<br/>           Tier 1 review of behavioral expectations<br/>           Posters of PBIS Expectations<br/>           AVIATOR and RISE Praise Notes<br/>           At-risk meetings</p>            |

|                               |   |  |
|-------------------------------|---|--|
| <p>Diversity &amp; Equity</p> | <p>We will hold a “New to Amelia” parent information meeting within the first month of school (Possible Zoom Meeting) . School staff and faculty including Admin, Counselors, Secretaries will be introduced. Resources, programs, and policies will be explained and shared. Priority will be made to contact and invite parents of EL students and families that are new to the country. s.</p> <p>Grade Level Parent Online Learning Zoom Information Meeting -</p>  | <p>Parent Nights<br/>Professional Development to grade levels monthly (at least 2 per year per grade level. Focusing on the needs of their specific EL students)</p> |
| <p>English Learners</p>       | <p>We would like to see at least 65% meet the 0.4 growth according to the state growth measure.</p> <p>ELL RISE Goal:</p> <p>At least 5% growth for our ELL population on RISE</p> <p>Math 28%, LA 29%, Science 25%</p>   | <p>Differentiated Literacy Instruction times<br/>Progress Monitoring<br/>30 min monthly ELL training</p>   |
| <p>Parent Engagement</p>      | <p>Teachers will notify parents using the REMIND app to send important updates and notifications for students at least 2 times a month.</p> <p>Teachers will contact parents at least by the time that 2 minor incidents are recorded into Educator’s Handbook</p> <p>Hold at least one meaningful Parent Engagement Activity related to targeted grade level standards per Grade-Level (including Behavior Cluster Classes) with at-least 50% of parents attending.</p> <p>We will hold a NEW TO AMELIA Zoom parent information meeting within the first month of school. School staff and faculty including Admin, Counselors, Secretaries will be introduced. Resources, programs and policies will be explained and shared.</p> | <p>Parent Nights (Zoom or in person)<br/>Remind App<br/>Parent Links<br/>Marquee (Advertisement)<br/>Educator’s Handbook<br/>Parent Contacts by teacher</p>          |

|  |   |  |
|--|---|--|
|  | <p>Priority will be made to contact and invite parents of EL students and new to the country families.</p> <p>Hold Grade Level Online Learning Meetings</p> |  |
|--|---|--|

**TITLE I REQUIREMENTS**

Title I Schools, please ensure the following required components are in your school plan:

| <b><i>Title I Requirements</i></b>  | <b><i>Identify &amp; summarize the area(s) where this component is addressed in the School Improvement Plan</i></b> |
|---|---|
| <i>Schoolwide reform strategies</i>   | <i>Section 1,2,3,4</i>  |
| <i>High quality professional development</i>  | <i>Section 3 measurable goals</i>   |
| <i>Strategies to increase parental engagement</i>   | <i>Section 2 measurable goals</i>   |
| <i>Measures to include teachers in decisions regarding the use of academic assessments</i>  | <i>Section 3</i>  |
| <i>Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.</i> | <i>Section 3</i>  |
| <i>Coordination and integration of Federal, State, and local services and programs</i>  | <i>Section 1</i>  |

Components addressed in TI District plan: Instruction by HQ teachers, Strategies to attract HQ teachers to high-needs schools, Preschool transition

**TITLE III (EL) REQUIREMENTS**

All Schools, please ensure the following required components are in your school plan, specific to English Language Learners, **make text purple in plan for EL**

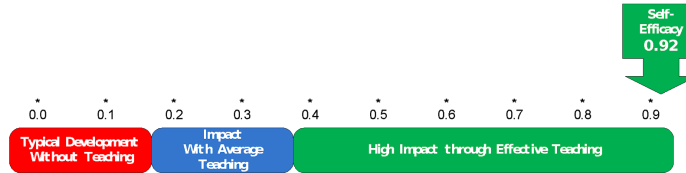
| <b><i>Title III Requirements</i></b>  | <b><i>Identify &amp; summarize the area(s) where this component is addressed in the School Improvement Plan</i></b> |
|---|---|
| <i>High quality professional development</i>  | <i>Section 3 and 4</i>  |
| <i>Strategies to increase parental engagement</i>                                   | <i>Section 2</i>  |
| <i>Student growth goals in English Language Development (ACCESS)</i>                | <i>Section 3</i>  |
| <i>Student growth goal (Core Instruction)</i>                                       | <i>Section 3</i>  |
| <i>Other based on school needs assessment (graduation, parent engagement, etc.)</i> | <i>Section 3</i>  |

# 1. ACTIVE LEARNER (SELF-EFFICACY)

## STUDENT FACTORS – PHASE 1

### DEFINITION

Students who believe they can learn will be motivated to master the learning targets and persistently be able to use the success criteria to measure success.



### EVIDENCE OF IMPLEMENTATION

- Students will demonstrate grit/perseverance/a growth mindset in their learning.
- Students demonstrate a belief that, with work, they can learn difficult concepts and skills.
- Students will know learning targets and success criteria and will seek feedback as they assess themselves in their learning.

| Measurable goal  | Summary of Need supported with data   | Root Cause(s)  | Action Steps Necessary  | Timeline for each action step                               | Person(s) responsible                             | Estimated funds needed/why/account   |
|--|---|--|---|---|---|--|
| <p>95% or higher of students will take the SEL to get baseline measures of student grit, perseverance, as well as other social-emotional factors.</p> <p>Identify 5% of students most at-risk according to the SEL, and address next steps</p> | <p>This type of data has been tougher to measure. This assessment will give us some baseline data to use to measure future growth and to identify at-risk students.</p> | <p>Lack of data to identify all students of need and measure growth.</p> | <p>Give assessment in the month of September to all students. Do mid-year assessment in January, and end of year assessment in May to look at growth (particularly among students of most concern).</p> | <p>Data Analysis (Sept/ January)</p> <p>SEP Conferences</p> | <p>Admin Team</p> <p>Teachers</p> <p>Students</p> | <p>Intervention aides (\$111,324) obviously have a focus on our academic goals below, but also will impact student's grit and perseverance as they help them make growth.</p> <p>\$\$-(Account Code)</p> <p>\$111,324 (7501)</p> |



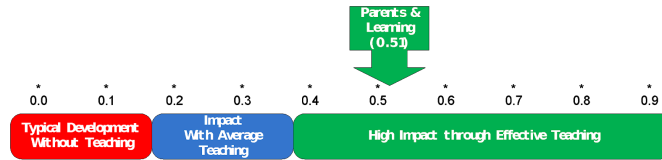
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| for each in at-risk meetings. |  |  |  |  |  | \$14,645 (0060)<br>\$15,181 (5805)<br>\$18,855 (5640)<br>\$61,980 (5422)<br>\$18,700 (5678)<br>\$44,132 (5231) |
|-------------------------------|--|--|--|--|--|--|

## 2. ACTIVE PARENT ENGAGEMENT

### HOME FACTORS – PHASE 1

#### DEFINITION

Parents actively engaged in their child’s learning at school and at home.



#### EVIDENCE OF IMPLEMENTATION

- Parents create a home environment that promotes and supports education.
- Parents have high expectations for their child’s learning.
- Parents regularly participate in school activities and communicate with school staff members, particularly when they are concerned about their child’s learning.

| Measurable goal  | Summary of Need supported with data  | Root Cause(s)   | Action Steps Necessary  | Timeline for each action step | Person(s) responsible | Estimated funds needed/why/account             |
|--|--|---|---|-------------------------------|-----------------------|--|
| <p>Teachers will notify parents using the REMIND app to send important updates and notifications for students at least 2 times a month.</p> <p>Teachers will contact parents at least by the time that 2 minor incidents are recorded into Educator’s Handbook</p> | <p>Parent survey showing there still is a need to improve communication.</p> | <p>Parents are concerned with infrequent updates on their children throughout the year.</p> | <p>Make sure all teachers have uploaded parent info into the Remind App.</p> <p>Send Remind apps and contact parents about behavioral concerns.</p> | <p>August</p> <p>On-going</p> |                       | <p>Panorama and Remind are free resources.</p> |

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|---|---|--|---|--|--|--|
|   |   |  |   |  |  |  |
| <p>Hold at least one meaningful Parent Engagement Activity related to targeted grade level standards per Grade-Level (including Behavior Cluster Classes) with at-least 50% of parents attending.</p> <p>We will hold a NEW TO AMELIA parent information meeting within the first month of school. School staff and faculty including Admin, Counselors, Secretaries will be introduced. Resources, programs and policies will be explained and shared. Priority will be made to contact and invite parents of EL students and new to the country families. We will also have the Provo Library join us to sign</p> | <p>Parent activities have been held, however some have been less data driven towards student needs.</p> <p>Parents, especially new to the school, don't understand all the school wide resources and supports. Often parents learn of them at Parent Teacher conferences or not at all.</p> | <p>Lack of planning and evaluating data to drive needs of parent engagement nights</p> <p>Parents don't know what they don't know and we would like to be proactive in addressing those needs early on in the school year.</p> | <p>-Grade Level Parent activities based on Data before February</p> <p>-We have identified 3 school-wide needs (teacher input and at-risk meeting data) -</p> <p>1. Math fact night. 2. Parenting class 3. Read with a child</p> <p>Inform parents at Back to School night</p> <p>Make announcements in english/ spanish</p> <p>Make phone calls in spanish.</p> <p>Send parent links for zoom home</p> | <p>-September - February</p> <p>September, Winter months</p> <p>August 17th Back to School night</p> | <p>Grade level and Admin</p> <p>Admin Team</p> | <p>7502 \$2,400 for grade level parent engagement</p> <p>7502 \$400 for math and \$400 for new to school parent nights</p> <p>7502 \$800 for read with a child day activity family take home books</p> <p>7612 - \$500 for Translators</p> <p>7502 \$492 for online scheduler</p> <p>7501 Para who is assigned to work with spanish speaking parents as a translator (praise and behavioral concerns, and questions) (cost built into budgeted hours)</p> <p>Art Integration -</p> |

|  |  |  |  |  |  |   |
|--|--|--|--|--|--|---|
| parents up for library cards and help them use the online resources. |  |  |  |  |  | 5% of Art teacher and cost of Art supplies - \$3,100 (7501_ and \$3500 (7503) |
|--|--|--|--|--|--|---|

POSSIBLE HELP//IDENTIFY TYPE OF GOALS -- TYPE 1: PARENTING; TYPE 2: COMMUNICATING; TYPE 3: VOLUNTEERING; TYPE 4 LEARNING AT HOME; TYPE 5 DECISION MAKING; TYPE 6: COLLABORATING WITH COMMUNITY

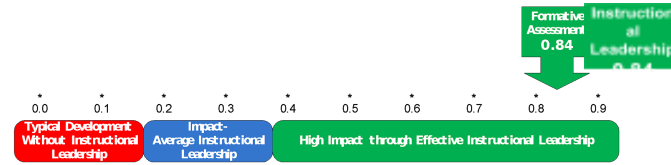
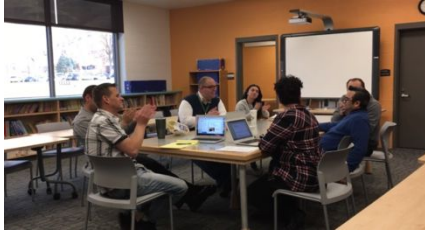
**\*\*ELL - IDENTIFY SPECIFIC STRATEGIES FOR PARENTS OF ENGLISH LANGUAGE LEARNERS**

### 3. INSTRUCTIONAL LEADERSHIP

#### SCHOOL FACTORS – PHASE 1

##### DEFINITION

Administrators focus on teaching and learning—especially measurable student progress—to help ensure student and teacher success.



##### EVIDENCE OF IMPLEMENTATION

- Administrators make instructional decisions based on student achievement data.
- Administrators demonstrate strong pedagogical skills and knowledge.
- Administrators focus their schools on student learning by measuring learning, providing coaching and clinical supervision, and communicating goals and progress.

| Measurable goal  | Summary of Need supported with data   | Root Cause(s)  | Action Steps Necessary   | Timeline for each action step    | Person(s) responsible  | Estimated funds needed/why/account   |
|--|---|--|--|----------------------------------|--|--|
| 80% or more of K-6 students will have typical or better progress on Pathways of Progress in DIBELS | Last year 73% of K-6 students had typical or better progress<br>POP Summary:<br>K 71% | We made 3% growth from the year before, and hope to continue to improve on that.<br>We still need to do better at addressing students who are not making progress along the way through our 6 week reviews of progress monitoring data | -In Data analysis and on-going Progress Monitoring identify students not making typical progress<br><br>- Mini-Data analysis every 6 weeks to look at each student individually to ensure that they are on the correct trajectory to make typical or higher progress including | Starting in October and on-going | Admin and Teachers.<br><br>Aides to help with specific interventions that help growth. | \$111,324 for instructional assistants (7501)<br><br>\$3,500 for subs for data analysis (7504)<br><br>\$1,500 for supplies for interventions (7503)<br><br>\$4,600 for non-fiction reading material from Scholastic (7503) |
| Increase the number of students who are proficient on EOY DIBELS to 75%                            | 1 74%   |  |  |                                  |  |  |
| Increase the percentage of 3rd   | 2 76 %<br>3 74%<br>4 69%  |  |  |                                  |  |  |

|   |  |   |   |                                 |                        |   |
|---|--|---|---|---------------------------------|------------------------|---|
| <p>Graders moving out of WELL BELOW BENCHMARK from 19% of students moving to 40% of students.</p>   | <p>5 74%<br/>6 73%<br/><br/>3rd Grade 3 year Dibels Longitudinal Data<br/><br/>'16-'17 = 44%<br/>'17 - '18 = 22%<br/>'18 - '19 = 19%</p>                             |   | <p>students with IEPs and LEP needs.</p> <p>-Identifying EL student needs as part of and in addition to intervention needs.</p> <p>- Scholastic Magazine provide highly engaging content that provides current events for Non-fiction close reading. This is a tool to use our school-wide vertical alignment close reading strategies and skills. Teachers were surveyed and strongly requested these materials to supplement their Wonders materials.</p> |                                 |                        | <p>\$426 (7503) for ESGI - Kindergarten assessment and data collection.</p> <p>7503 PPE materials for MTSS interventions</p> <p>7612 - \$6,983 for EL Instructional Assistant</p> |
| <p>95% or more of 2-6 students will be on end of year grade level expectation based on quantile scores from the Into Math Adaptive Assessment</p> | <p>Increase in SAGE Math, but still need to be higher.<br/>Recognition of correlation between SAGE Math scores and STAR Math (accounting for .5 grade inflation)</p> | <p>Lack of on-going monitoring of math progress.</p> <p>Improvement in the use of dialogic math instruction (.82 effect size) and direct instruction in a Tier 1 setting.</p> | <p>3 required Into Math Adaptive assessments to evaluate student growth and intervene on students not growing.</p> <p>PD that deepens teacher understanding of Into Math</p>  | <p>Aug/Sept, Jan, April/May</p> | <p>Teachers, Admin</p> | <p>\$\$-(Account Code) Requesting \$111,324 (7501)</p> <p>\$14,645 (0060)</p>   |

|   |   |   |   |   |  |  |
|---|---|---|---|---|--|--|
| <p>OR</p> <p>Make the quantile equivalent of 1.0 or more grade level</p> <p>AND</p> <p>Increase 3% on RISE Math Assessment. (47% to 50%)</p> <p>We would like to see at least 65% meet the 0.4 growth according to the state growth measure and decrease the number of</p> <p>ELL RISE Goal</p> <p>At least 5 % growth for our ELL population on RISE</p> <p>Math 28%</p> | <p>3rd 48%</p> <p>4th 42%</p> <p>5th 54%</p> <p>6th 45%</p> <p>ACCESS DATA</p> <p>26 students decreased in proficiency</p> <p>9 stayed the same</p> <p>15 grew .1-.3</p> <p>48 increased .4 or more</p> | <p>We identified different grades had different needs and deficiencies. Grade levels need more targeted PD for their specific grade level with the emphasis to use the new math curriculum.</p> | <p>curriculum as well as dialogic instruction and direct instruction</p> <p>More effective use of PLC time to review, reflect on, and use math data at Tier 1 and Tier 2 levels.</p> <p>-SIOP strategies as part of classroom instruction for EL students</p> <p>Help teachers identify better whole group strategies and interventions that will help target the skills our EL students need additional support in. We will use the book SIOP strategies to help increase teacher effectiveness.</p> | <p>TLC Focus on math for monthly learning walks and reflections.</p> <p>In September data analysis meeting, identify EL student needs as a grade level using WIDA access data.</p> <p>Setup meetings with Grade Levels for Oct/Nov/ Dec and for Jan/Feb/ Mar/Apr during</p> | <p>Admin. teachers</p> <p>Admin, Title I/III Coordinator, Grade Level teachers</p> | <p>\$15,181 (5805)</p> <p>\$18,855 (5640)</p> <p>\$61,980 (5422)</p> <p>\$18,700 (5678)</p> <p>\$44,132 (5231)</p> <p>Technology \$1500 for Audio, and other Tier 1 replacement and maintenance needs</p> <p>7612 - \$13,465 for EL Instructional Assistant</p> <p>No Funds needed</p> |
|---|---|---|---|---|--|--|

|   |  |   |  |   |                        |   |
|---|--|---|--|---|------------------------|---|
| <p>LA 29%</p> <p>Science 25%</p>  |  |   |  |   |                        |   |
| <p>Decrease the number of students who received 3 or more ODR's from 9% to 6%</p> <p>Reduce the total number of ODR's 15%</p> | <p>403 total ODR</p> <p>9% of all students were sent at least three times in the year.</p> | <p>Need to get better at being proactive in Tier 1 instruction, identifying needs, consistency with behavior plans.</p> | <p>More Proactive approaches through:<br/>SEL<br/>Check and connect / Check in check out<br/>social worker interventions early<br/>Educator's Handbook</p> | <p>Ongoing hired<br/>on-going / at-risk meetings<br/>Training in August</p> | <p>teachers, admin</p> | <p>\$18,750 (5678)</p> <p>\$1750 - Books from our Earhart Society booklist for daily drawing of AVIATOR/ RISE Praise Notes for students.</p> <p>\$500 - AVIATOR / RISE Praise Notes in triplicate (NCR)</p> <p>Educator's Handbook and SEL on Panorama are free</p> |

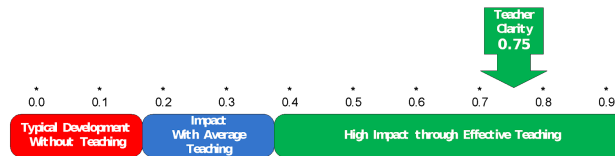


## 4. TEACHER CLARITY

### TEACHER FACTORS – PHASE 1

#### DEFINITION

Teacher clarity is the effective use of learning targets, success criteria, performances of understanding, feedback, and formative assessment.



#### EVIDENCE OF IMPLEMENTATION

- Teachers post, share, and embed learning targets with success criteria in daily lessons to promote self-regulated learners.
- Teachers assess students and give targeted feedback based on success criteria.
- Teachers elicit and apply student feedback to improve instruction.
- Teachers foster student ownership of learning.

| Measurable goal   | Summary of Need supported with data   | Root Cause(s)   | Action Steps Necessary   | Timeline for each action step                         | Person(s) responsible | Estimated funds needed/why/account |
|---|---|---|--|---|-----------------------|------------------------------------|
| In math lessons, 80% of students interviewed will be able to articulate the success criteria. | In our recent math reflection and math PD we have reflected on our Success Criteria and realized that most are on the surface/ procedural level. Classroom walkthroughs have shown that students often struggle to articulate the success criteria. | Lack of training and time focused on the use of meaningful and higher level DOK success criteria. | TLC PD focus<br><br>August PD about Into Math, including an “I Can” Scale that builds in higher levels DOK for each success criteria | June<br><br>August and each month throughout the year | admin and teachers    | None                               |

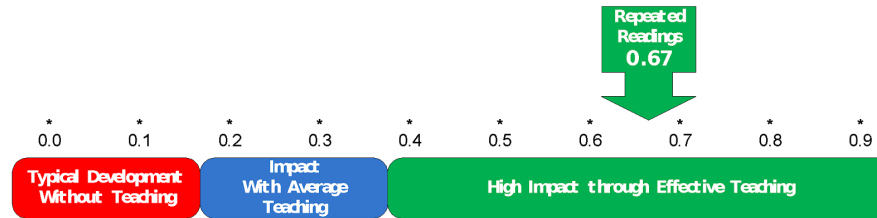
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## 5. REPEATED READINGS

### CURRICULUM FACTORS – PHASE 1

#### DEFINITION

Repeated readings in curriculum means curricular materials provide beginning readers with short passages of text to reread until a satisfactory level of fluency is achieved.



#### EVIDENCE OF IMPLEMENTATION

- Elementary ELA curricular materials include texts for repeated readings and guidance to teachers on their use.
- Elementary ELA curricular materials guide teachers in knowing how and when to use the repeated reading method.
- Supplementary and intervention ELA curricula, for struggling readers, includes repeated reading to build student fluency.

| Measurable goal                   | <u>Summary</u> of Need supported with data | Root Cause(s) | Action Steps Necessary | Timeline for each action step | Person(s) responsible | Estimated funds needed/why/amount | Measurable goal |
|-----------------------------------|--|---------------|------------------------|-------------------------------|-----------------------|-----------------------------------|-----------------|
| No goals set for this school year |  |               |                        |                               |                       |                                   |                 |

