

# School Plan 2023-2024

## Amelia Earhart Elementary

Principal: Ryan McCarty – ryanm@provo.edu

1. Briefly describe the School LAND Trust Plan by explaining each goal the council has identified.

Amelia Earhart Elementary's School Community Council and school personnel have worked closely together to determine the greatest academic needs for this school year and how the School LAND Trust money can best meet those needs. After reviewing our current progress we are using these funds to support reading, math, and writing by providing support to students through small group instruction, with the help of paraprofessionals. In reading and writing, these paraprofessionals will help by providing targeted instruction instead of students working independently while their teacher works with small guided reading groups. In this way, we feel that we are most effectively using the students' time. Paraprofessionals receive training and work under the direction of our Title 1 Coordinator. They use research-based programs (such as 95%, ERI, and SPIRE) that are targeted to meet the needs of students based on how they do on reading assessments such as Acadience, STAR, and HMH Reading Growth Measure. In addition, these paraprofessionals can work with other students who may need less intense help, but still need review or re-teaching on specific skills within the big 5 reading components. In math paras are used during a 30 min MTSS time where teachers are working with the students who are have specific remediation needs, allowing our most highly trained to work with our most at-need. The paras in math will work in 2 capacities to help support the teachers meeting the needs of the lowest performing students. Paras will oversee and give feedback to students working with online grade level essential standards reviews. They will also have some of our highest performing kids doing math enrichment through math Olympiad practice tasks and 3-D printing work.

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### GOAL #1

- a. State the specific goal in a sentence or two including when the school will reach the goal.

Our goal for the 2023-2024 Acadience EOY is that 72% of the students will be proficient school-wide.

Data:

2022-2023 BOY - 61%. 2022- 2023 MOY – 64%

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

Mathematics

**Reading**

Fine Arts

Science

**Writing**

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.

Acadience Assessment

d. List the specific steps of the ACTION PLAN to reach this goal. Be sure to include a description of how each expenditure is part of the action plan.

After reviewing our current progress we are using these funds to support reading, math, and writing by providing support to students through small group instruction, with the help of paraprofessionals. In reading and writing, these paraprofessionals will help by providing targeted instruction instead of students working independently while their teacher works with small guided reading groups. In this way, we feel that we are most effectively using the students' time. Paraprofessionals receive training and work under the direction of our Title 1 Coordinator. They use research-based programs (such as 95%, ERI, and SPIRE) that are targeted to meet the needs of students based on how they do on reading assessments such as Acadience, STAR, and HMH Reading Growth Measure. In addition, these paraprofessionals can work with other students who may need less intense help, but still need review or re-teaching on specific skills within the big 5 reading components. In math paras are used during a 30 min MTSS time where teachers are working with the students who are have specific remediation needs, allowing our most highly trained to work with our most at-need.

In addition, we will be purchasing STAR Reading Assessment (about \$3,000) that allows for an efficient and effective measure (takes about 20-30 min and shows a strong correlate with SAGE). This Data provides additional progress monitoring along the way to make sure that the interventions we are using are working.

e. Does this goal include a behavioral/character education/leadership component?

YES **NO**

If Yes, Explain the behavioral/character education/leadership component and clearly describe how it directly affects student academic achievement.

How much money do you plan to spend on the behavioral/character education/leadership component? Expenditures must total no more than 20% of the distribution for 2015-2016 (excluding carryover) and may not exceed \$5,000.

Planned EXPENDITURES for behavioral/character education/leadership – Use the dropdown menu to select an expenditure category (***the categories are the same as in f below***). You may select more than one category. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure and how it is part of the ACTION PLAN

f. Planned expenditures (***for all expenditures that are not included in part e***)

You may select more than one category for each goal.

***For this template, highlight a category (or categories) from the list below. Then type the amount you plan to spend in that category with a ‘short explanation’ describing the expenditure and how it is part of the ACTION PLAN.***

*AN EXAMPLE of a ‘short explanation’ in Salaries and Employee Benefits: One aide assisting with math instruction.*

**Expenditure Categories:**

***Salaries and Employee Benefits (100 and 200)***

***Aides assisting with Interventions and Enrichments in Literacy***

Professional and Technical Services (300)

Repairs and Maintenance (400)

Other Purchased Services (Admission and Printing) (500)

Travel (580)

General Supplies (610)

Library Books (644)

Periodicals, AV Materials (650-660)

Software (670)

Equipment (Computer Hardware, Instruments, Furniture) (730)

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**GOAL #2**

a. State the specific goal in a sentence or two including when the school will reach the goal.

Our Goal for math is for 45% or more of our students to be proficient on the State Math Rise assessment.

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

**Mathematics**

Reading

Fine Arts

Science

Writing

Technology

Health

Foreign Language

Social Studies

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.

***RISE Math Assessment 2022 – 37% (up from 29% year before)***

d. List the specific steps of the ACTION PLAN to reach this goal. Be sure to include a description of how each expenditure is part of the action plan.

The paras in math will work in 2 capacities to help support the teachers meeting the needs of the lowest performing students. Paras will oversee and give feedback to students working with online grade level essential standards reviews. They will also have some of our highest performing kids doing math enrichment through math Olympiad practice tasks and 3-D printing work.

We will also be purchasing and using Reflexmath web based program (\$3,500). This will specifically target math fact fluency in 3<sup>rd</sup>-5<sup>th</sup> grade, but can be used in other grades as needed.

e. Does this goal include a behavioral/character education/leadership component?

YES **NO**

If Yes, Explain the behavioral/character education/leadership component and clearly describe how it directly affects student academic achievement.

How much money do you plan to spend on the behavioral/character education/leadership component? Expenditures must total no more than 20% of the distribution for 2015-2016 (excluding carryover) and may not exceed \$5,000.

Planned EXPENDITURES for behavioral/character education/leadership – Use the dropdown menu to select an expenditure category (**the categories are the same as in f below**). You may select more than one category. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure and how it is part of the ACTION PLAN

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**For this template, highlight a category (or categories) from the list below. Then type the amount you plan to spend in that category with a ‘short explanation’ describing the expenditure and how it is part of the ACTION PLAN.**

*AN EXAMPLE of a ‘short explanation’ in Salaries and Employee Benefits: One aide assisting with math instruction.*

**Expenditure Categories:**

**Salaries and Employee Benefits (100 and 200)**

***Aides assisting with interventions and enrichment in Math***

- Professional and Technical Services (300)
- Repairs and Maintenance (400)
- Other Purchased Services (Admission and Printing) (500)
- Travel (580)
- General Supplies (610)
- Library Books (644)
- Periodicals, AV Materials (650-660)
- Software (670)
- Equipment (Computer Hardware, Instruments, Furniture) (730)

**2. Financial Proposal** *This chart is automatically calculated in the online version from entries made in each goal. You will not have to enter this data online.*

<b>Estimated Carry-Over from 2022-2023</b>	<b>\$ \$1,800</b>
<b>Estimated Distribution in 2023-2024</b>	<b>\$ \$55,000</b>
<b>Total ESTIMATED Available Funds for 2023-2024</b>	<b>\$ \$56,800</b>

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Salaries and Employee Benefits (100 and 200)	\$30,000	\$20,100			
Professional and Technical Services (300)					
Repairs and Maintenance (400)					
Other Purchased Services (Admission and Printing) (500)					
Travel (580)					
General Supplies (610)					
Textbooks (641)					
Library Books (644)					

Periodicals, AV Materials (650-660)					
Software (670)	\$3,200	\$3,500			
Equipment (Computer Hardware, Instruments, Furniture) (730)					
<b>GOAL TOTALS</b>	33,200	23,600			
<b>TOTAL PLANNED EXPENDITURE \$ 56,800</b>					
<b>Carry-over to 2023-2024 \$0</b>					

3. Please explain the reason for the ESTIMATED carry-over to 2022-2023. No estimated funds carry-over

4. Plans for expenditures of an increased distribution:

Some years the distribution is larger than the estimate. Please explain how the school will incorporate additional funds into the plan described here. Please provide a clear and adequate explanation so that it will not be necessary to edit the plan if additional money is received.

We will purchase audio books as a supplement to help with our ESL, SPED, and other potential struggling readers to access comprehension, and improve fluency by following along in a book while listening. This is directly tied into goal #1. Extra could also be used for more paras.

5. This year, the School LAND Trust Program will begin collecting additional data on how you used your funds. Please indicate whether you plan to spend funds in any of the following areas and prepare to report back the information requested below in the Final Report: (**highlight all that apply**)

- Technology (hardware)—Number and type of units purchased
- Technology (software)—Number and type of licenses purchased (STAR Reading Online Assessment and Reflex math online math fact fluency)**
- Paraprofessionals—Number of paraprofessionals/aides hired and academic area**
- Professional Development—Number of teachers trained
- Books/Reading Materials—Number of books or other reading material purchased

6. How will the plan and results be publicized to your community? (**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, you may send an email to karen.rupp@schools.utah.gov to request them.

- Letters to policy makers and/or administrators of trust lands and trust funds
- Sticker and stamps that identify purchases made with School LAND Trust funds
- School assembly
- School newsletter**
- School website**
- School marquee**
- Other: Please explain

7. The vote of the council/committee to approve the 2023-2024 School LAND Trust Plan was recorded in the minutes and took place on:

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Date

The vote was approved

Number who approved:

Number who did not approved:

Number who where absent:

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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.