

Template to Prepare 2015-2016 School LAND Trust Plan

This template is a tool to assist school community councils as they prepare the 2015-2016 School Plan

- *It may be used as a discussion guide for councils to prepare the School Plan.*
- *It may be used to prepare and approve the school plan for approval by the local school board while the school page login is unavailable. When the online form is available and the school plan is approved by the local board, the information in the template shall be entered online.*
- *It may serve as a template to copy/paste the information into the online forms and retain a record of the entry if your district due date is after March.*
- *This template is found at www.schoollandtrust.org on the homepage under SCHOOLS and Spring 2015..*

School Plan 2015-2016

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 and renumber them. A complete goal section is found between **** and **** below.***

New programming will not accept charts or graphs. Information in formats other than regular text should be attached in PDF documents at the end of the form.

GOAL #1: a. Increase (next year) proficiency in academic achievement and improvement for all students on SAGE tests in math, language arts, and science.

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. ***A table or graph in a PDF may be attached at the end of the School Plan entry.***

We will be using our SAGE test results, Plan Test, DRP data, ACT data, focusing on improvement. We are also currently looking at common and formative assessments developed and embraced by teachers in each of the designated departments. We look at results in Math, Science, and Language Arts to determine the development of students in these areas, and their content mastery. We will use our Professional Learning communities and professional development time to analyze data trends and collaborate on results and how instruction can be altered and resources purchased or used to increase student learning. We will also use weekly D,F,I progress reports and other formative assessments to determine more timely interventions to help identify struggling students and the area(s) of attention needed. Student achievement data will be determined by teacher-level assessment and brought to sessions where collaboration can occur and student achievement discussed. Teachers can and will continue to observe student progress in their content areas based on formative assessments such as projects, quizzes, and tests. We will also examine the use of advisory and our RTI (Response to Intervention) efforts to determine their effectiveness in "treating" students who are struggling and helping to educate teachers and counselors on effective interventions.

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.

- We will pay for a math and science buyouts in several classes that can help reduce class size in an effort to help our struggling math and science students.
- We will pay for reading and math remediation (including software for both reading and math assessment and help) that will help with reading and comprehension with our struggling students who have been identified through testing data and teacher recommendation. The software will help to better identify those in need and then monitor progress as well as improve skills. Students will be grouped by learning level and content area to be able to better teach and reteach. This may include paying for ALEKS licenses and computers to use it.
- We will purchase materials needed to better educate, provide professional development, and enhance teacher development so that we can use best practice strategies to improve student learning and the common core and instruction in general. If we need to make school visits to better understand best practice, then we will do that.
- We will pay for materials and stipends for teachers to attend the common core academy in the summer.
- We will pay for a group of teachers to see how Response to Intervention (RTI) is effectively implemented and continue training going forward so that we can better address the new testing criteria (UCAS) that is more centered on improvement from ALL students, not just a higher SAGE passrate. In short, we want every student to improve and to accomplish this will require increased training in the area of intervention.
- We will increase our availability and use of technology to improve access to research that supports a students' point of view. We can purchase SMART boards, clickers, apps, and tablets to engage all learners and to compensate teachers for teaching other teachers technology and compensation for implementation of contemporary instructional strategies such as "flipping" one's classroom. Flipping the classroom is converting lecture to electronic presentation for the student to watch at home and will take time on the part of the teacher to convert their curriculum.
- We will provide help for our struggling math students through daily tutoring, math lab, and through the use of the advisory period. We want to maximize the use of advisory, so we intend to combine advisory periods and give a stipend to teachers who travel providing remediation to students who are in need of additional help.
- We may look at additional math help by bringing in Gear Up, a tutoring arm of Weber State University where we pay university student tutors to help our struggling math students both during and after school.

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.

Yes it does as this is a direct part of school culture. Research indicates that when student feel safe, a sense of belonging, and a part of the school – valued, they will excel and achieve at higher levels. We build character through instruction, celebrating strong moral character, and service. These are key components to student achievement and college and career readiness.

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.

\$2,000

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)
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)

Repairs and Maintenance: Since we are in our second year of use of our tablets and Chromebooks as well as overheads, there may be a need to repair and replace some of these tablets as the need arises. \$1000

Salaries and Benefits: The salary for these activities will be for math lab instructors and science instructors' buyouts as well as tutoring services to be able to remediate the struggling students in these content areas. This will also reduce class size and allow teachers to focus on students in a better student-teacher ratio. In addition, we intend to pay for tutoring from our teachers and other entities. \$49,000

The additional funds will be used to further address the achievement gap between high achieving learners and those who are struggling to gain mastery and earn credit toward graduation. We have identified several areas where students are struggling and we feel if we can mitigate the academic slide before it is habitual, we will have created a culture of success that will carry over to other academic areas in the life of the student. We will use additional funds to "buyout" a certified teacher's prep for remedial work with students who are struggling in any of the above content areas. This would, in turn, reduce class sizes so that more individualized instruction may occur. We may also attend additional training/workshops, etc. so that we can see and develop best practices for the development of our students and their achievement. We may also increase the number of Chromebooks in an effort better serve the needs of an entire school, providing for the technological needs of our students who learn best from the frequent interaction with technology and to increase the writing, research, and speaking/listening parts of the core.

Equipment: We will purchase Chromebook computers, relevant applications (Apps), and software as well as SMART Boards, clickers, and webcams that will allow students to better develop their ability to do research, use technology, collaborate, and collect applicable information so that they can form effective arguments using secondary data. Students will, through the use of technology, learn to find relevant information and sound research to support their point of view. \$9,000

Travel: We plan to have a team of educators from our School Improvement Team travel to see how Response to Intervention is most effectively implemented so that it gives our students a better chance at earning credit, improving their learning, improving the use of technology, and learning to read, write, and do math more effectively. This will include conferences and other workshops connected to the common core academics and other trainings related to the common core which will also improve instruction. \$3,000

GOAL #2: Increase literacy through the use of argumentative/narrative writing, student engagement, reading comprehension, and college and career readiness for all students.

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. **A table or graph in a PDF may be attached at the end of the School Plan entry.**

We will examine our SAGE scores (specifically in writing) and also look carefully at formative assessments used to examine writing proficiency, progress, and good argumentative writing. This can be on a department level or on a teacher level. We will use our PLC discussions, RTI Team meetings, and faculty collaboration to determine progress and where students could use help in specific areas. Discussions will be driven by summative and formative assessments that are common within the department and through teacher-led assessment. We will also look at the amount and number of scholarships earned and the number of students attending post-secondary schools. We will also look at the number of college credits earned while here at Fremont, AP tests taken, and Concurrent Enrollment credits earned. We can also look at graduation rate as a benchmark of progress.

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.

- Professional development will focus on the ability to teach argumentative and narrative writing.
- Increase the number of computers throughout the school where writing and research can occur.
- Teachers will attend seminars and workshops to learn best practice when it comes to argumentative writing across the content areas. They will have a toolkit of writing strategies they can use anytime.
- We will provide tutoring/remediation for those who are struggling with writing as identified through formative and summative assessments through the use of an Options aide where students who struggle can have additional time and academic attention.
- We can pay for writing lab leases that, when used effectively, enhance literacy and writing.
- Build our school website through the use of school level "content managers" who can make web pages into a valuable educational resource used for remediation and links that can be educational tools aiding in increasing student learning.
- We will continue to train teachers on AP and concurrent highly rigorous coursework and how to get less proficient students to take on that challenge. We will also promote these programs with flyers, mailers, classroom visits by both junior high and high school teachers in order to bridge this gap and build a collaborative culture.
- We will pay for ACT test preparation and an Americorps aide to work with students who may need additional help academically to improve on ACT tests and college and career readiness.
- We will enhance and grow our AP offerings as well as our Concurrent Enrollment offerings in order to provide additional opportunities for greater rigor and challenge.

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.

Equipment: Leasing of writing labs that can enhance literacy and increase engagement among students. \$5,000

Salaries & Benefits: We will pay an options aide to work with students who are struggling... he/she will be paid for 6 hours daily. \$8,000

Professional Services: Website enhancement, improvement and management team to build it into a learning resource for students and parents. \$2,000

Travel: We will use funds for PLC professional development seminars, conferences, and literature as well as substitutes on the days that are teachers are at these workshop opportunities. The teachers that go will then return and teach other staff members in our professional development meetings. \$2500

Textbooks: We will need to purchase textbooks and text materials for new AP and concurrent courses in order to provide quality instruction for students who are now taking these courses. \$15,000

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)
- 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)

GOAL #3: Increase the number of students reading at grade level by implementations of the common core, reading comprehension programs and strategies, and focus on reading competency in all of our students. Teacher effectiveness in this area is the focus.

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. ***A table or graph in a PDF may be attached at the end of the School Plan entry.***

We will use the SAGE assessment data to evaluate reading comprehension as well as our own reading assessment tools. We will use the Language Arts core testing data to examine the areas of difficulty among our students and then allow that to drive our remediation and instruction. Student achievement will also be measured by teacher-led pre- and post-tests. Teachers can also use formative assessments to examine the progress each student is making in their reading and reading comprehension. This can be discussed during our professional development time or department PLCs. We need to create more formative benchmark assessments or else use online programs like Mastery Connect to use their ready-made benchmark assessments to assess learning formatively to inform instruction.

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.

- Professional development will focus on literacy in the common core and will include reading strategies that deal with predicting text, comprehension, and issues that affect readers that are below grade level. Build a fully engaged faculty and staff, high performance on observations, and Teacher Effectiveness.
- We will provide a weekly informational text reading piece so that teachers can implement informational text into their daily work and students can better read and comprehend this type of text.
- We will spend more time with our professional development talking about common formative assessments that are given so that we can see where students need help in a timely manner.
- Focus more on the common core and the strategies that help to bolster that new curriculum so that readers can get back to grade level.
- As we work with students who are struggling with their reading, we acknowledge all stakeholders including parents and why we would gather with them occasionally for "Success Nights" where we can work with parents to help them with the skills they and their children need to increase their reading comprehension. We also plan several workshops taught by our faculty that will be taught during advisory to increase these skills.
- School Improvement Team is a best practice team that will brainstorm, look at reading data (among other areas) and determining the best direction for our school in addressing these needs. This group will help to identify the pockets of students who need help and the best way to help them.
- PLC grants where teachers get together in the summer to align and write common curriculum, generate formative and summative assessments, and to plan vertically alignments for the coming year.
- Get professional development training on assessment, feedback, evidence of learning and even look at purchasing Mastery Connect as a assessment resource.
- Hire and use a student advocate to monitor the academic progress and attendance of struggling learners and to set goals with, monitor, motivate, and assess where learning is at for these students and inform next steps. They are also a resource to communicate to educational stakeholders on academic progress. We will pay the student advocate to run our FLEX program to provide daily remediation opportunities for all learners, accurate placement for students in areas of study, and individual student monitoring.

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***)

School LAND Trust Program

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)
- 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)

General Supplies: Assessment and reading materials to better deliver instruction and examine progress in this area are critical. We may also need some financial backing for our Success Nights... an opportunity to teach reading skills and to provide basic resources and training for struggling students. We may also need additional science supplies like calculators and telescopes to enhance engagement and learning in science. \$1300

Software: We may need to purchase software, Apps to enhance the reading curriculum. If it is determined that the instructors can better deliver this instruction through the use of more contemporary software or text, then we want to have the most effective resources available to enhance reading comprehension in across all content areas. \$200

Salaries: We will pay a School Improvement Team to be able to identify pockets of students who need additional help with literacy and to see that school wide goals are being met and best practice can be found and applied. In addition, we will pay a student advocate to run our FLEX program to provide daily remediation opportunities for all learners, accurate placement for students in areas of study, and individual student monitoring. \$24,000.

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.

If you wish to enter the data in this template, enter the ESTIMATED Carry-Over from 2014-2015 (found in the 2014-2015 Progress Report) and the Estimated Funding for 2015-2016 found on the website under SCHOOLS/Program Funding. Add them to get the Total Estimated Available Funds for 2015-2016. Then copy the numbers for each category in each goal and enter them to calculate the total expenditure and carry-over.

Estimated Carry-Over from 2014-2015	\$ 7,114.00
Estimated Distribution in 2015-2016	\$ 116,044.00
Total ESTIMATED Available Funds for 2015-2016	\$ 123,158.00

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Salaries and Employee Benefits (100 and 200)	49,000	8,000	24,000		
Professional and Technical Services (300)		2,000			
Repairs and Maintenance (400)					
Other Purchased Services (Admission and Printing) (500)	2,000				
Travel (580)	3,000	2,500			
General Supplies (610)			1,300		
Textbooks (641)		15,000			

Library Books (644)					
Periodicals, AV Materials (650-660)					
Software (670)			200		
Equipment (Computer Hardware, Instruments, Furniture) (730)	9,000	5,000			
GOAL TOTALS	63,000	32,500	25,500		
TOTAL PLANNED EXPENDITURE \$ 121,000					
Carry-over to 2016-2017	\$ 2,158				

3. Please explain the reason for the ESTIMATED carry-over to 2016 – 2017. Funds identified to be carried-over should be identified for a specific future need and should not be used as a savings account. There will be a modest carryover because I will be paying a number of teams in the summer to come in and work in PLC teams on grants and department-level goals to enhance the quality of PLCs schoolwide. They will develop common assessments and align curriculum in content and grade level teams for the following year.

4. Plans for expenditures of an increased distribution:

Some years the distribution is larger than the estimate. The 2015-16 distribution in this plan is an estimate and if they are larger than anticipated, we plan to hire an additional “student advocate” who can track struggling students and who will help set goals, provide data for PLCs and enhance the RTI experience for struggling learners. We will also use additional funds to pay for additional PLC training for new teachers.

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
- XX Paraprofessionals—Number of paraprofessionals/aides hired and academic area
- XX 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 2015 - 2016 School LAND Trust Plan was recorded in the minutes and took place on:

Date: April 6, 2015

The vote was Unanimous

Number who approved: Nine

Number who did not approved: None

Number who where absent: Three

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.***

Any PDF documents will be attached here, as desired.

***This template is being provided at the request of principals and districts to assist councils in preparing the School Plan during the time the new website LOGIN is unavailable. We hope the template is useful. Input and suggestions are welcome and appreciated.
paula.plant@schools.utah.gov***