

## **2022-2023 School Land Trust Plan --**

**\$63,835.32 awarded** (This was the amount awarded for 2020-21.)

**Current funding: \$59,013.50**

### **Goal #1**

Increase the number of students K-6 reaching typical, above typical or well above typical progress by 12 percentage points based on Acadience MOY to EOY scores.

Explanation and Rationale: A detailed review of the data resulted in the identification of English Language Arts as our academic greatest need. Reading is the foundation for all English Language Arts skills. Our increased knowledge in using the Acadience assessments and reports helps us to identify several areas of possible concern for students in their mastery of reading. This measure helps us know if our interventions for Phonemic Awareness, Phonics, Fluency and Comprehension are effective. This is an assessment that students K-6 are using so it provides a good measure for how we, as a school, are performing in helping students make typical and beyond typical progress on basic reading skills. It also provides easy to access and use reports to measure our progress towards the goal throughout the year. The State only requires reporting on 1st - 3rd grade scores. We focus on how all students K-6th are progressing.

### *Measurements*

- Acadience MOY -- Baseline
- Progress Monitoring -- administered biweekly for well below benchmark students, monthly for below benchmark students and as needed for benchmark or above benchmark students
- 95% Group Diagnostic Placement and Progress Monitoring Assessments administered as determined they are needed in each intervention cycle
- iReady Reading Assessments administered 3-4 times during the year.
- Wonders Assessments -- administered as directed by grade levels.

The combination of these assessments can help us determine if the progress being made after classroom instruction and interventions is sufficient for overall reading progress and proficiency.

- Acadience MOY and EOY scores will be reviewed to determine if the goal has been met.

### *Action Plan*

- Hire instructional assistants that will assist with collaboration time, intervention program support and support with PBIS/Success Plans implementation.
- BOY Acadience-- administered in late August/early September
- Teachers analyze data and set progress goals (POP)
- Instructional needs are determined and interventions planned
- Teachers share the progress goals with students and with parents
- Teachers progress monitor students per MTSS progress monitoring schedule and student level
- Students track their own progress
- Students and Teachers predict MOY scores and set goals
- Parents informed of the progress
- MOY Acadience administered in Dec/January
- Data analyzed to determine if the midyear goal is met
- Instructional needs are determined and interventions planned
- Teachers share MOY progress with students and parents
- Students and Teachers predict EOY progress scores
- Teachers progress monitor students per MTSS progress monitoring schedule and student levels
- Students track the own progress
- Acadience EOY -- administered in May
- Determine if the goal was met.
- Behavior interventions will be tracked through the Student Success Team weekly meetings to determine effectiveness.

### **Goal #2**

Increase the number of the students K-6 reaching benchmark, above benchmark or well above benchmark from Acadience BOY to EOY by 12 percentage points.

Explanation and Rationale: Spring Creek is known for the exemplary progress that all students make. It was determined that it would be relevant for us to dig a little deeper and focus on a proficiency goal as well. We will use the same measures and actions but will focus our attention on proficiency as measured by Acadience assessments as well as growth.

### *Measurements:*

- Acadience BOY -- Baseline

- Progress Monitoring -- administered biweekly for well below benchmark students, monthly for below benchmark and as needed for benchmark or above benchmark
- 95% Group Diagnostic Placement and Progress Monitoring Assessments administered as determined they are needed in each intervention cycle
- iReady Reading Assessments administered 3-4 times during the year.
- Wonders Assessments -- administered as directed by grade levels.

The combination of these assessments can help us determine if the progress being made after classroom instruction and interventions is sufficient for overall reading proficiency.

- Acadience BOY and EOY scores will be reviewed to determine if the goal has been met.

### *Action Plan*

Hire instructional assistants that will assist with collaboration, intervention program instruction and support with PBIS implementation.

- Hire instructional assistants that will assist with collaboration, intervention program support with PBIS/Success Plans implementation.
- BOY Acadience-- administered in early September
- Teachers analyze data and set progress goals (POP)
- Instructional needs are determined and interventions planned
- Teachers share the progress goals with students and with parents
- Teachers progress monitor students per MTSS progress monitoring schedule and student level
- Students track their own progress
- Students and Teachers predict MOY scores and set goals
- Parents informed of the progress
- MOY Acadience administered in Dec/January
- Data analyzed to determine if the midyear goal is met
- Instructional needs are determined and interventions planned
- Teachers share MOY progress with students and parents
- Students and Teachers predict EOY progress scores
- Teachers progress monitor students per MTSS progress monitoring schedule and student levels
- Students track the own progress
- Acadience EOY -- administered in May
- Determine if the goal was met.

- Behavior interventions will be tracked through the At-Risk team weekly meetings to determine effectiveness.

### ***Behavior Component***

Goal: Continue to improve the positive and engaging learning environment at Spring Creek by improving and continuing the implementation of a school-wide positive behavior plan. The plan will be based on the PBIS theory and framework along with Restorative Justice practices. This plan will include common expectations and common language, strategies for students to increase engagement, motivation and stamina, as well as increased opportunities for student leadership.

Need: This supports our school vision -- To ensure all students make continuous progress in a positive and engaging learning environment. Our academic goals address the continuous progress portion of the vision. The behavior goal will support the positive and engaging portion of the vision. Some of our greatest challenges come in meeting the diverse behavior needs of our students -- from needing leadership roles to needing instruction in appropriate interaction and basic behavior choices.

Plan:

1. Continue to train staff in PBIS and Restorative Justice practices to develop common expectations and vocabulary.
2. Provide instruction for students on the common expectations and vocabulary.
3. Determine improvements using common measures.
4. Provide interventions and leadership opportunities as appropriate.
5. Implement tier 2 & 3 success interventions.
6. The Student Success Team will meet weekly to evaluate the effectiveness of the Individual Positive Behavior Plans for identified students.

Expenditures: \$7000.00 -- partial salary for behavior interventionist that will support the implementation of the Positive Behavior Plan for student success

### **Expenditures**

Collaboration Instructional Assistants  
Additional Intervention Assistants as possible  
Student Support Coach

### **Additional Funds**

*There are times when the planned expenditures in the goals of a plan are provided by the district, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?*

Increased funds will be used to support Goal 1 and 2 by funding a partial teacher salary, related software and technology supplies or other intervention supplies to maintain tier 1 instruction and tier 2 interventions. We have tier 2 and tier 3 interventions that include technology practice. Without adequate updates to our technology and programs we are unable to use these resources effectively. We also use consumable resources that need to be replaced every year. We serve an at-risk population with many challenges. Keeping class sizes manageable helps teachers build crucial relationships, provide adequate instruction and intervention, implement the behavior supports and academic interventions that we have in place.

### **Publicity**

- Stickers and stamps that identify purchases made with School LAND Trust funds.
- Parent Engagement Meetings
- School newsletter
- School website

### **Expenditures**

\$77,017

Collaboration Specialty Teacher-Art (Instructional Assistant) = \$25,702 (\$31,723)

Collaboration Specialty Teacher-Keyboarding (Instructional Assistant) = \$17,400

Student Success Coach (Instructional Assistant) = \$7000

iReady Reading 3rd-6th = \$7,590 (\$8,910)

Partial Teacher Salary = \$19,325