

Copperview

Template to Prepare 2016-2017 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 2016-2017

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

By May 2017, the number of students demonstrating proficiency in English Language Arts measured by CBM benchmark K-5 will increase by 20%. The School LAND Trust monies received will be used for instructional assistants who will support instruction during Skilled Based Groups and while teachers meet to collaborate in Instructional Professional Learning Meetings.

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.**

English Language Arts Curriculum Based Measure for grades K-5 (assessment administered fall, winter and spring to show growth of students towards grade level benchmark). Baseline data for Fall 2015 showed 38% proficient (average grades K-5).

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.

1. Funds (\$10,000) will be used for Instructional Assistants to support our push-in model using Response to Intervention principles of intervention and Walk . Assistants go into classrooms to support teachers during Skilled Based Groups and English Language Development.
2. Teachers will meet weekly in Instructional Professional Learning Communities meetings with the Principal, Assistant Principals and achievement coaches to discuss student data, outcomes, teaching strategies and adjust instruction accordingly.
3. Teachers analyze data, collaborate to plan and adjust instruction. Student progress is measured with the Curriculum Based Measure assessment in Oral Reading Fluency for all grades 1-5 and Phonemic Segmentation Fluency.
4. The administrative team and achievement coaches will conduct formal and informal observations to provide feedback and support where needed.
5. Professional development will be offered based on the needs of teachers as informed by data gained from informal observations and self-reflection.
6. Teachers will implement the instructional priorities as established by Canyons School District:
 - Feedback
 - Maximizing Opportunities to Respond
 - Vocabulary Instruction
 - Explicit Instruction
 - Scaffolded Instruction/Differentiated and Grouping Strategies
 - Acquisition, Automaticity, then Application

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) (\$27,892 3 aides)

Professional and Technical Services (300)

Repairs and Maintenance (400)

Other Purchased Services (Admission and Printing) (500)

Travel (580) (\$2,000 Field Trips)
General Supplies (610)
Library Books (644)
Periodicals, AV Materials (650-660)
Software (670)
Equipment (Computer Hardware, Instruments, Furniture) (730)

GOAL #2

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

By May 2017, the number of students demonstrating proficiency in Math measured by Curriculum Based Measure benchmark K-5 will increase by 20%. The School LAND Trust monies received will be used for an instructional assistant who will support instruction during Skilled Based Groups. In addition, students will be able to participate in educational field trips aligned to Core Curriculum experiences, including but not limited to the following: Hogle Zoo, Living Planet Aquarium, Leonardo Museum, UT Museum of Natural History, Hill Air Space Museum, Discovery Gateway Children's Museum, JA City, Heber Valley Rail Road, and Clark Planetarium to support STEM skills.

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.***

1. Math Curriculum Based Measure Baseline grades K-5 Winter Benchmark 2015 (K-5 average 64.57%)

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.

1. Funds (\$11,000) Funds will be used for 1 Instructional Assistant to support our push-in model using Response to Intervention principles of intervention. Assistants go into classrooms to support teachers during Skilled Based Groups and English Language Development.
2. Teachers will meet weekly in Instructional Professional Learning Communities meetings with the Principal, Assistant Principals and achievement coaches to discuss student data, outcomes, teaching strategies and adjust instruction accordingly.
3. Teachers analyze data, collaborate to plan and adjust instruction. Student progress is measured with the Aims Web Curriculum Based Measure assessment in Math Computations for all grades 1-5 and Quantity Discrimination and Missing Number.

4. The administrative team and achievement coaches will conduct formal and informal observations to provide feedback and support where needed.
5. Professional development will be offered based on the needs of teachers as informed by data gained from informal observations and self-reflection.
6. Teachers will implement the instructional priorities as established by Canyons School District:
 - Feedback
 - Maximizing Opportunities to Respond
 - Vocabulary Instruction
 - Explicit Instruction
 - Scaffolded Instruction/Differentiated and Grouping Strategies
 - Acquisition, Automaticity, then Application

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	\$191
Estimated Distribution in 2015-2016	\$29,701
Total ESTIMATED Available Funds for 2015-2016	\$29,892

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Salaries and Employee Benefits (100 and 200)	\$16,892	\$11,000			
Professional and Technical Services (300)					
Repairs and Maintenance (400)					
Other Purchased Services (Admission and Printing) (500)					
Travel (580)		\$2,000			
General Supplies (610)					
Textbooks (641)					
Library Books (644)					
Periodicals, AV Materials (650-660)					
Software (670)					
Equipment (Computer Hardware, Instruments, Furniture) (730)					
GOAL TOTALS	\$16,892	\$13,000			
TOTAL PLANNED EXPENDITURE	\$29,892				
Carry-over to 2016-2017	\$0				

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.

No carry over is expected.

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.

If extra funds become available they will be used to increase the hours of current assistants or to hire additional assistants to support instruction.

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
- Paraprofessionals—Number of paraprofessionals/aides hired and academic area
 - 3 Intervention, ELA, STEM, MATH
- 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: February 24, 2015

The vote was

Number who approved: 4

Number who did not approved: 0

Number who where absent: 5

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.