

School Plan 2022-2023 - Wasatch School

Goal #1

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State Goal

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As determined by the Community Council board, our selection of goals is based on what is felt to be our greatest needs. Our first goal, our highest priority, is to meet individual student learning needs. In determining these needs the Council has taken into account our school-wide goal of increasing the percentage of students scoring on benchmark or above benchmark on the Acadience Reading BOY to EOY and RISE Language Arts by 2% in each grade level. We will also increase the percentage of students making typical, above typical, or well above typical progress by 3% based on Acadience Reading MOY to EOY in each grade level. Finally, we will increase school-wide proficiency from BOY to MOY on Into Math Growth Measure Assessments by 3%. We would like to support this goal by reducing classroom sizes through paying for the salary and benefits of an additional FTE (teacher) to our teacher numbers. Our district has projected 26.0 FTE for next year, and we would like to increase by one teacher, paid by Trust Lands funds, to 27 FTE. This goal will be achieved by the end of the 2021-2022 school year.

Academic Area

[close](#)

- English/Language Arts

Measurements

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(1) Teachers will measure each 1st through 6th grade student's reading proficiency by administering the Acadience assessment three times a year. Progress monitoring assessments will then be administered throughout the year for students scoring Below Benchmark or Well Below Benchmark to measure student progress. In addition specific goals will be set for each student through Pathways of Progress tools within the Acadience program, to aim for growth for ALL students. Administration, teachers, grade level teams, and intervention teams will analyze the data to target specific learning needs. (2) Third through sixth grade students are given the state RISE (Readiness, Improvement, Success, Empowerment) test annually; one section of this test focuses on Language Arts and Writing, another section focuses on Science. These scores will be used to gauge overall progress of 3rd through 6th grade students. (3) Kindergarten through 6th grade students will be given the BOY, MOY, and EOY Into Math Growth Measure Assessments to gauge proficiency in mathematics. A school wide data tracking spreadsheet will be used to record student progress.

Action Steps

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(1) We will reduce classroom sizes through paying for the salary and benefits of an additional FTE (teacher) to our teacher numbers. Our district has projected 26 FTE for next year, and we will increase by one teacher, paid by Trust Lands funds, to 27 FTE.

(2) Teachers will measure each 1st through 6th grade students' reading proficiency by administering the Acadience assessment three times a year. Progress monitoring assessments will then be administered throughout the year for students scoring Below Benchmark or Well Below Benchmark to measure student progress. In addition specific goals will be set for each student through Pathways of Progress tools within the DIBELS programs, to aim for growth for ALL students. Administration, teachers, grade level teams, interventionist teams, and the school wide data team will analyze the data to target specific learning needs.

(3) Third through sixth grade students are given the state RISE test annually; one section of this test focuses on Language Arts and Writing, and one section focuses on Science. These scores will be used to gauge overall progress of 3rd through 6th grade students.

(4) Kindergarten through 6th grade students will be given the BOY, MOY, and EOY Into Math Growth Measure Assessments to gauge proficiency in mathematics.

A school wide data tracking spreadsheet will be used to record student progress.

Planned Expenditures

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Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	(1) We will reduce classroom sizes through paying for the salary and benefits of an additional FTE (teacher) to our teacher numbers. Our district has projected 26 FTE for next year, and we will increase by one teacher, paid by Trust Lands funds, to 27 FTE.	\$65,000.00
	Total:	\$65,000.00

Digital Citizenship/Safety Principles Component

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No

Goal #2

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State Goal

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As determined by the Community Council board, our selection of goals is based on what is felt to be our greatest needs. Our first goal, our highest priority, is to meet individual student learning needs. In determining these needs the Council has taken into account our school-wide goal of increasing the percentage of students scoring on benchmark or above benchmark on Acadience Reading BOY to EOY by 2% in each grade level. We will also increase the percentage of students making typical, above typical, or well above typical progress by 3% based on Acadience Reading MOY to EOY in each grade level. Finally, we will increase school-wide proficiency from BOY to MOY on Into Math Growth Measure Assessments by 3%. If there are additional funds from the plan estimate, we will pay for the salaries of additional interventionists to assist teachers in the implementation of Language Arts support. If more interventionists are needed to support school goals than what the budget allows, they will be funded through local school budgets. We project that we will have enough funds at the current Land Trust Funds to pay for two interventionists. This goal will be achieved by the end of the 2021-2022 school year.

Academic Area

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- English/Language Arts

Measurements

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(1) Teachers will measure each 1st through 6th grade students' reading proficiency by administering the Acadience assessments three times a year. Progress monitoring assessments will then be administered throughout the year for students scoring Below Benchmark or Well Below Benchmark to measure student progress. In addition specific goals will be set for each student through Pathways of Progress tools within the Acadience programs, to aim for growth for ALL students. Administration, teachers, grade level teams, interventionist teams, and the school wide data team will analyze the data to target specific learning needs. (2) Third through sixth grade students are given the state RISE test annually; one section of this test focuses on Language Arts and Writing. These scores will be used to gauge overall progress of 3rd through 6th grade students. (3) Kindergarten through 6th grade students will be given the BOY, MOY, and EOY Into Math Growth Measure Assessments to gauge proficiency in mathematics. A school wide data tracking spreadsheet will be used to record student progress.

Action Steps

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(1) An Acadience baseline assessment will be given at the beginning of the school year. The data will be used to place all students on a growth trajectory. 2. Data will be assessed and students scoring Well Below Benchmark, Below Benchmark, or making little progress will be prescribed instruction that will provide students with the needed skills to make progress toward being on Benchmark.

(2) Interventionists will be hired and trained in order to assist classroom teachers with small group instruction and targeted student interventions.

(3) Students will receive prescribed instruction in small groups from trained teachers or interventionists, using Multi-tiered Systems of Support (MTSS) programs: Spire, 95% Group, or WonderWorks. These programs support students in Phonemic Awareness, Phonics, Fluency, and Comprehension.

(4) Acadience progress will be reviewed by teachers and interventionists in weekly Professional Learning Communities (PLCs) to determine services provided to at risk students in Language Arts.

(5) Electronic records will be kept to provide information as teachers and administrators meet in monthly data team meetings to discuss and track student progress.

Planned Expenditures

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Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	(2) Interventionists will be hired and trained in order to assist classroom teachers with small group instruction and targeted student interventions.	\$27,010.00
Total:		\$27,010.00

Digital Citizenship/Safety Principles Component

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No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$92,010.00
Total:	\$92,010.00

Funding Estimates

Estimates	Totals
Carry-over from 2021-2022	\$0.00
Distribution for 2022-2023	\$92,134.39
Total Available Funds for 2022-2023	\$92,134.39
Estimated Funds to be Spent in 2022-2023	\$92,010.00
Estimated Carry-over from 2022-2023	\$124.39

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, 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?

If there are additional funds from the plan estimate, we will hire additional instructional assistants to assist teachers in the implementation of Language Arts interventions. Currently, if more instructional assistants are needed to support school goals they will be funded through local school budgets.

Publicity

- School newsletter
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
12	0	0	2022-03-11