

WJ PPlan 2021-22

Goal Entry – Information for each goal

GOAL 1

- **State your goal.**
Student proficiency and growth on math and ELA core concepts will increase by 5%.
- **Add Academic Areas.** Select the academic area(s) this goal will address.

*CTE (Career and Technical
Education)
College and Career Readiness
English/Language Arts*

*Mathematics
Science
Social Studies*

- **Add Measurements.**
Students in grades 3 - 9 will show an increase by 5% in the number of students proficient on the state required math, ELA and science assessments (RISE/Aspireplus. In grades 1-2 the number of students reading on grade level will not drop BOY to EOY. .
A new baseline will be taken in the spring of 2021 due to COVID impacts. Quarantine in the spring of 2020 and reduced in person and increased online learning have shown a drop in student learning. To compare 2021- 22 scores to the last time students took the RISE that was a part of state accountability in 2018-19 would not be valid. The state is not counting the 2020-21 RISE scores in accountability. Instead the scores in 2020-21 will provide a baseline of critical information on where students are in their learning and the progress they need to make.
- List the measurement(s) to be used to quantify student progress and success. Include the baseline and expected results. Please be prepared to explain measurement results in the Final Report.
- **Add Action Steps and Expenditures.** List the specific steps of the Action Plan to reach this goal. Each expenditure must be included in the Action Plan Steps. Explain how/why it is needed to implement the Action Plan.

Action Plan Steps will be entered by number.

1. Each month a coach, one at the elementary level and one at the middle school level (6-9), will visit grade/content PLCs and walk teachers through instructional strategies. Strategies will include student engagement for classroom management, differentiation, and increased rigor for students who need curriculum extension. Teachers will also receive instructional strategies in providing student feedback so that students understand where they are doing things correctly and where they need to learn.
2. The coach will also attend PLCs to review data from online math, math common assessments and state math benchmarks with grade level/content teams to ascertain if student learning is increasing and/or what additional differentiation is needed to meet each student's learning..

3. The Instructional Coach will mentor teachers in their first year and will video them three times a year. Teachers will then view the videos with the coach to evaluate progress in engaging students in learning math and ELA concepts. Follow up support for individual teachers will be provided as needed. Coach will assist teachers to help them understand and successfully implement strategies. The previously stated tasks will help provide differentiated learning opportunities for students.

4. The coach will facilitate teachers being able to go and observe master teachers in their classroom.

5. The coach will coordinate with the technology coach to ensure that teachers have any training if needed on technology tools to increase student learning.

6. The Instructional Coach will bring feedback to the administration of additional training needed for all teachers to then be incorporated into the school's large group Professional Development sessions. The Coach's feedback and formal teacher evaluation will guide Professional Development held to increase student achievement.

Planned Expenditures Enter the following for each expenditure in the goal.

- Salary: \$34,314.46 (Step 1,2,3,4,5, 6)
- Benefits: \$3431.45 (Step 1,2,3,4,5, 6)
- Select an expenditure category. (See new expenditure category list below)
- Add the associated Action Plan step number.
- Enter the amount needed for the selected expenditure category.

GOAL 2

- **State your goal.**
Student proficiency and growth in math, ELA and science will increase 5%.
- **Add Academic Areas.** Select the academic area(s) this goal will address.

English/Language Arts

**Mathematics
Science**

- **Add Measurements.**
Students in grades 3 - 9 will show an increase by 5% in the number of students proficient on the state required math, ELA and science assessments (RISE/Aspireplus. In grades 1-2 the number of students reading on grade level will not drop BOY to EOY. .
A new baseline will be taken in the spring of 2021 due to COVID impacts. Quarantine in the spring of 2020 and reduced in person and increased online learning have shown a drop in student learning. To compare 2021- 22 scores to the last time students took the RISE that was a part of state accountability in 2018-19 would not be valid. The state is not counting the 2020-21 RISE scores in accountability. Instead the scores in 2020-21 will provide a baseline of critical information on where students are in their learning and the progress they need to make.

- List the measurement(s) to be used to quantify student progress and success. Include the baseline and expected results. Please be prepared to explain measurement results in the Final Report.
- **Add Action Steps and Expenditures.** List the specific steps of the Action Plan to reach this goal. Each expenditure must be included in the Action Plan Steps. Explain how/why it is needed to implement the Action Plan.

Action Plan Steps will be entered by number.

1. Eight teachers will participate in the state cohort of Assessment to Achievement Project. The School Leadership team of teachers will attend USBE summer training and attend an additional three days of training throughout the year. Teachers will review engagement strategies and how to clarify learning expectations for students.
2. Leadership team of teachers will run a summer faculty meeting and facilitate **weekly** grade level/content PLCs to help guide teachers to collect and analyze relevant data and implement instructional plans based on data analysis. This use of data will increase student achievement, as instruction will then be focused on content concepts where students are below proficiency. It will allow teachers to collaborate and learn from each other what those with higher performance from students are doing for instruction.
3. Three on-site visits throughout the year will be made to ensure fidelity of implementation and progress on student learning. Teachers will be provided days to attend supporting workshops or observe other master teachers within the district by substitutes provided for teachers. All substitutes are provided through the contractor of Kelly or Ready2Teach that is used by Hawthorn Academy. As such we do not pay benefits.

Planned Expenditures Enter the following for each expenditure in the goal.

- Salary: \$5880 (Step 1,2,3)

GOAL 3

- **State your goal.**
Student proficiency and growth on math, science and ELA core concepts will increase by 5%.
- **Add Academic Areas.** Select the academic area(s) this goal will address.

CTE (Career and Technical Education)
College and Career Readiness
English/Language Arts
College and Career Readiness

Mathematics
World Languages
Science
Social Studies
Health

- **Add Measurements.**
Students in grades 6 - 9 will show an increase by 5% in the number of students proficient on the state required math assessments (RISE/Aspireplus).
A new baseline will be taken in the spring of 2021 due to COVID impacts. Quarantine in the spring of 2020 and reduced in person and increased online learning have shown a drop in student learning. To compare 2021- 22 scores to the last time

students took the RISE that was a part of state accountability in 2018-19 would not be valid. The state is not counting the 2020-21 RISE scores in accountability. Instead the scores in 2020-21 will provide a baseline of critical information on where students are in their learning and the progress they need to make.

- **Add Action Steps and Expenditures.** List the specific steps of the Action Plan to reach this goal. Each expenditure must be included in the Action Plan Steps. Explain how/why it is needed to implement the Action Plan.

***Action Plan Steps** will be entered by number.*

1. Four times a week, students who are below proficiency on a content concept will be assigned to attend a SOAR (School Intervention) class in the content area to receive tutoring and reteaching help from the core teacher. Students will be identified by below proficiency levels on class assessments (Levels 1 or 2).
2. SOAR time may also be used to demonstrate mastery of a concept by retaking a classroom assessment after a student has attended a reteaching session is attended or and/or a student has reworked missed items on the assessment and can explain why his/her answer was wrong.. Students then are focusing on mastering the concept and not just one time of taking the test to pass or fail.
3. On the fifth day of the week, students will work with an assigned middle school teacher as his/her advisor to evaluate academic progress in classes, set goals and establish a plan to increase learning. By doing this, students will take ownership of their learning and be able to identify their next steps.

28,000 Salary and Benefits for core content teachers in grades 7, 8, 9 for tutoring and reteaching students content concepts.

***Planned Expenditures** Enter the following for each expenditure in the goal.*

- Salary: \$33,520.00 (Step 1,2,3)
- Benefits \$3350.20 (Steps 1,2,3)

GOAL 4

- **State your goal.**
Student proficiency and growth in ELA will increase 5%.
- **Add Academic Areas.** Select the academic area(s) this goal will address.

English/Language Arts

- **Add Measurements.**
Students in grades 3 - 9 will show an increase by 5% in the number of students proficient on the state required ELA assessments (RISE/Aspireplus. In grades 1-2 the number of students reading on grade level will not drop BOY to EOY. .
A new baseline will be taken in the spring of 2021 due to COVID impacts. Quarantine in the spring of 2020 and reduced in person and increased online learning have shown a drop in student learning. To compare 2021- 22 scores to the last time students took the RISE that was a part of state accountability in 2018-19 would not be

valid. The state is not counting the 2020-21 RISE scores in accountability. Instead the scores in 2020-21 will provide a baseline of critical information on where students are in their learning and the progress they need to make.

- **Add Action Steps and Expenditures.** List the specific steps of the Action Plan to reach this goal. Each expenditure must be included in the Action Plan Steps. Explain how/why it is needed to implement the Action Plan.

Action Plan Steps will be entered by number.

1. *Teachers will evaluate multiple ELA curriculums and align to the Utah State Core Curriculum. Teachers in grade level teams will be able to review materials, looking at vertical alignment of curriculum. Teachers will then determine a new curriculum for ELA for consistent curriculum.*
2. *The school will purchase curriculum with embedded training for teachers for consistent teaching of the ELA core standards. Teachers will be trained on implementation of the ELA curriculum and participate in follow up Professional Development to ensure validity of use. During Cognia's Accreditation Visiting Team visit in December 2020, the one required action for the school was to determine and implement a consistent curriculum in ELA.*
3. *Teachers will look at ELA assessment data during weekly PLC meetings and discuss as grade level PLC groups how to meet student learning needs through the curriculum.*

Planned Expenditures Enter the following for each expenditure in the goal

Books and Technology \$11664.89 (steps 1,2,3)

- *Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)*
- *Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)*
- *Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)*

Student Transportation/Field Trips

- *Admission, transportation to and from school.*
- *Transportation for school related activities provided by LEAs, public carriers, parents, students*

Books and Technology

- *Books, eBooks, online curriculum/subscriptions*
- *Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands*
- *Hardware > \$5,000 and furniture to house trust purchases; bookcases, carts for devices*
- *Software < \$5,000*
- *Rental of technology devices*

- *Video communication services for instruction or services from a different LEA*

Repair and Maintenance

- *Repair and maintenance of trust purchases not provided by the LEA*

Supplies

- *Expendable items that are consumed, worn-out or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)*

Fees

- *Services, goods and fees not defined above*