

Oak Leaf Elementary
Land Trust Plan 2024-25

Goal #1: We will increase the number of students reading on or above grade level at the beginning of the school year by 3% at the end of the school year.

Academic Area: English/Language Arts

Measurements:

Looking at our data via Data Gateway, our student growth in ELA was "High" (68.5%). However, the percentage of students performing on or above grade level was 47.2%. This tells us that what we are currently doing is working--students are growing! However, we need to have "high" growth over the course of time to see the student proficiency grow. Students will be assessed in reading proficiency at the beginning of the school year. The baseline will be compared with the year end results of the following assessments: Acadience (PASI, PSI, Walk to Read), CFAs, and/or RISE. Progress will be monitored throughout the year using Acadience, Growth Measure, and CFAs.

Action Plan Steps and Expenditures:

1. Assess student reading levels at the beginning of the year using at least one of the above-mentioned measuring tools.
2. Provide assistants and materials for Walk to Read intervention groups and Acadience Progress Monitoring to support students on all levels of reading mastery. (\$54,000)
3. Provide opportunities for extended learning and experiences. This includes STEAM classes (teachers and STEAM supplies), integration of the arts (including BTSALP teacher and art supplies),

before/after school opportunities (teacher stipend and needed supplies), News Crew (this may include technology used for broadcasting a morning news program to the student body and software, if needed), and student leadership experiences (i.e. Student Council, Recycling Crew).

4. Provide professional development opportunities, materials (including teacher laptops and ipads, time (including substitutes), and resources for teachers to increase instructional effectiveness. This may include ESL endorsements, local conferences/trainings that support language arts, or teacher compensation for implementation/planning days,

5. Provide opportunities, time (including substitutes), training, and assistants for teachers to collaborate with each other about student growth needs. (\$1000)

6. Provide time (including substitutes), training, and assistants for teachers to focus on determining specific skills individual students need and the targeted interventions specific to those individual needs.

7. Provide materials (including books and student chromebooks and ipads) to support teachers in the above-mentioned action steps.

8. Provide Family Nights/Activities or other opportunities that encourage family involvement in student academic growth. This includes facilitating understanding of standards-based grading and Data Notebooks. (Materials for Data Notebooks \$2000)

9. Assess students at the end of the school year and compare the beginning of year data to determine growth.

Expenditures:

Assistants (Walk to Read), Substitutes/assistants for collaboration, student support, and PD,

Supplies to support English/Language Arts growth

Total Expenditures: \$57,000

Goal #2: We will increase the number of students on or above grade level in math at the beginning of the school year by 3% at the end of the school year.

Academic Area: Math

Measurements: Using the data via Data Gateway, our student growth in Math was "Average" (61.8%). The percentage of students performing on or above grade level was 47.2%. We recognize that we need to provide additional support to our students in math. Students will be assessed in math proficiency at the beginning of the school year. The baseline will be compared with the year end results of the following assessments: District Benchmarks/Unit Tests, CFAs (Learning Scales), and/or RISE. Progress will be monitored throughout the year using District Benchmarks/Unit Tests and CFAs (Learning Scales).

Action Plan Steps and Expenditures:

1. Assess student math proficiency levels at the beginning of the year using at least one of the above-mentioned measuring tools.
2. Provide assistants and materials for math intervention groups to support students on all levels of math proficiency. (\$23,000)
3. Provide professional development opportunities (such as local conferences that support math), materials, time (including

substitutes), and resources for teachers to increase instructional effectiveness in math.

4. Provide opportunities, time (including substitutes), training, and resources for teachers to collaborate with each other about student growth needs.

5. Provide time (including substitutes), training, and resources (including assistants) for teachers to focus on determining specific skills individual students need and the targeted interventions specific to those individual needs.

6. Provide materials to support teachers in the above-mentioned action steps.

7. Provide Family Nights/Activities or other opportunities that encourage family involvement in student academic growth. This includes facilitating understanding of standards-based grading (including Data Notebooks).

8. Assess students at the end of the school year and compare the beginning of year to determine growth.

Expenditures:
Assistants (Math/student support)

Total Expenditures: \$23,000

Estimated Funds for 2024-25

\$80,687

Projected Spending	\$80,000
Estimated carry-over	\$ 687