

Murray High School

2021-22 School LAND Trust Plan: 2021-2022 Fund = \$228,945

GOAL #1: Literacy

GOAL

By June, 2022 –

The percent of students reaching the *English ACT benchmark* (18) will increase by **3%**. The percent of students reaching the *ACT reading benchmark* (22) will increase by **2%**.

Proficiency or Growth on the *English/Reading subtest of the Utah Aspire Plus* will increase by **3%**.

*2019 UA+ELA Prof. = 49% / Growth = 36%; *2020 UA+ELA = COVID CANCELLED

*2020 English ACT = 54% (State = 56%), 2020 Reading ACT = 41% (State = 44%)

ACADEMIC AREA: Reading, Writing, Technology

MEASUREMENTS

- Analyze Proficiency and Growth scores on sophomore Utah Aspire Plus test.
- Class and/or Junior ACT scores in English and Reading compared to previous year
- WIDA scores growth in ELL class compared to previous year

ACTION STEPS

- Provide adequate collaboration time for teachers to plan for student achievement.
- Support quality PD for faculty related to content literacy and reading strategies.
- Instructional Coaches will support teachers in the implementation of PD and best practice in the classroom to increase impact on student learning.
- The administration will provide structures and materials to support student literacy (ACT prep courses, technology, books, support aides, etc.).
- Departments will select student literacy strategy based on their content-specific needs.
- Provide two sections of ELL Reading and fund an aide to provide additional support to ELL students.

PROJECTED EXPENDITURES

	Planned	Actual
<i>Salaries and Employee Benefits:</i>		
• Pay for ACT teacher trainings, ACT prep class (with teacher endorsed in ELA, Math, or Science), and/or pay for mini-ACT prep sessions.	\$16,000	
• Pay for two class periods of ELL Reading & Support	\$35,500	
<i>Equipment and Supplies:</i>		
• Additional Instructional Technology ie. Chromebooks, computer hardware, tablets, smart boards/TVs, projectors, tutoring and assessment software, etc.	\$3,000	
Total this Goal:	\$54,500	

GOAL #2: STEM - Math

GOAL

By June, 2022 -

The percent of students reaching the *Math ACT benchmark (22)* will increase by **2%**.
Proficiency or Growth on the *Math subtest of the Utah Aspire Plus* will increase by **3%**.

*2019 UA+Math Prof. = 31.6% / Growth = 29%; *2020 UA+Math = COVID Cancelled

*2020 Math ACT = 30% (State = 34%)

ACADEMIC AREA: Math

MEASUREMENTS

- Ut. Aspire Plus and ACT math test scores compared to previous year
- Common formative assessments (progress monitoring)
- Attendance at after-school math labs

ACTION STEPS

- Hold after-school math tutor labs with computer access to provide additional math support for students.
- Support professional development on creating CANVAS tutorials and/or other math program options to provide students with alternative instructional platforms
- Analyze core-aligned assessment results to inform teachers of where student learning gaps may be occurring and give direction of necessary instructional tier 1 supports for students (CFA's in PLCs, etc.)
- Create content-specific reviews for students to help them reach learning outcomes, including online-based reviews (CANVAS, etc.)
- Identify students who need early intervention based on previous math scores/grades and assign them to Math Lab classes to support them in closing learning gaps, in addition to ongoing math curriculum.
- Fund a Math Aide to support students in math classes with math content.
- Fund extra sections of core STEM classes to lower class sizes to provide better individual attention opportunities to students.

PROJECTED EXPENDITURES

<i>Salaries and Employee Benefits:</i>	Planned	Actual
• After-school math lab with computer access	\$16,000	
• Pay for extra Math Class Support period	\$14,500	
• Pay for ACT Prep Class	(see Literacy goal)	
• Math/ESL Aide	\$14,000	
• Three sections of STEM classes	\$44,000	
Total this Goal:	\$88,500	

GOAL #3: STEM - Science

GOAL

By June 2022-

The percent of students reaching the *Science ACT benchmark (23)* will increase by **2%**.

Proficiency or Growth on the *Science subtest of the Utah Aspire Plus* will increase by **3%**.

*2019 UA+Science Prof. = 30.5% / Growth = 32.4%; *2020 UA+Science = COVID Cancelled

*2020 Science ACT = 33% (State = 34%)

ACADEMIC AREA: Science

MEASUREMENTS

- ACT Science subtest 2020 compared to 2019
- Utah Aspire Plus science scores 2020

ACTION PLANS

- Offer high-level science courses in Biology, Chemistry and Physics
- Increase the opportunities for students to apply upper-level math/science skills (i.e. Robotics)

PROJECTED EXPENDITURES

	Planned	Actual
<i>Salaries and Employee Benefits:</i> <ul style="list-style-type: none">• Pay for 2 AP Science classes (Chemistry, Biology, and/or Physics)• Pay for ACT Prep Class and/or sessions	\$35,500 (see Literacy goal)	
Total for this Goal:	\$35,500	

GOAL #4: College & Career Ready

GOAL

By June 2022-

The *Graduation and College/Career Readiness Indicator* in the Utah School Report system will increase as follows:

- Increase Graduation by 3% (Class of 2020 = 80.08%)
- Increase College/Career Course Readiness by 3% (20' SRC Readiness Score = 91%)
- Increase Percent of Students with an 18+ Composite ACT Score (61% for Juniors) or meeting all four benchmarks (Class of 2020 = 20%)

ACADEMIC AREA: Academic/Behavior/Character/Education Leadership

MEASUREMENTS

- Graduation rate
- College/Career Course Readiness Indicator Score
- Course Failure Rates
- CTE Pathway concentrator / completion rates
- Percent of students with 18+ ACT Composite Scores or meeting all four benchmarks

ACTION STEPS

- Pay for an aide or teacher support to run credit recovery for students not on track to graduate to help them get on track, including digital learning original credit options, and test coordination/proctoring.
- Student Support Aide for At-Risk Students in School Success/Digital Learning Lab
- Provide ongoing PD for teachers on best practice including Tier 1 instruction, MTSS/RTI, collaboration and school-wide PBIS systems to support students.
- Provide positive behavior reinforcements for students to improve school culture and school wide-expectations.
- Provide intervention time into bell schedule with ongoing evaluation to help make it successful for students to improve academic outcomes.
- Have an active Building Leadership Team to oversee school goals and student success.
- Provide study hall sections for students who carry heavy loads of advanced placement, concurrent enrollment, and athletic or other major activities.
- Provide increased CTE and/or CE course opportunity with a STEM focus that lead to increased pathway completion.

PROJECTED EXPENDITURES

<i>Salaries and Employee Benefits:</i>	Planned	Actual
<ul style="list-style-type: none"> • Credit Recovery/Original Credit Support – e.g. Teacher support stipend, online curriculum, student cost support, testing (alternative ed. model). 	\$10,000	
<ul style="list-style-type: none"> • Student Support Aide for At-Risk Students 	\$8,500	
<ul style="list-style-type: none"> • 2 Sections of Study Hall Class 	\$31,500	
Total for this Goal:	\$50,000	
Grand Total	\$228,500	

Funding Estimates

Estimates	Totals
Carry-over from 2019-2020	\$1
Distribution for 2020-2021	\$218,922
Total Available Funds for 2020-2021	\$218,923
Estimated Funds to be Spent in 2020-2021	\$205,500
Estimated Carry-over from 2020-2021	\$13,423
Estimated Distribution for 2021-2022	\$228,945
Total Available Funds for 2021-2022	\$242,368
Summary of Estimated Expenditures for 2021-2022	\$228,500
Estimated Carry-over to 2022-2023	\$13,868

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?

1. Technology and equipment to enhance curriculum and instructions.
2. Professional Development costs, including stipends, conferences, substitutes, travel, etc.
3. Teacher/Aide funding for additional Tier 1 and 2 supports (tutoring, support labs, reduction of class size, etc.)
4. Supplies to support classroom instruction.