

# School LAND Trust Plan for Golden Fields Elementary 2024-25

**Goal(s):**

#1 We would like to incrementally and systematically increase the early literacy proficiency of our all our students and increase the number of students making typical or better growth in literacy for those students who were below or well below at the beginning of the 2024-25 school year. By the end of the 2024-25 school year, we would like to improve our proficiency by two percentage points and for those students who were below or well below at the beginning of the year to also improve by two percentage points those making typical or better growth from 64.5% to 66.5%.

#2 We would like to improve the math fluency of our students in 3<sup>rd</sup>-6<sup>th</sup> grades through mastery of grade level standards as a result of quality initial instruction and ongoing interventions. We will improve our RISE proficiency by two percentage points at the end of the 2024-25 school year.

**Measurements:**

Proficiency and growth in early literacy will be measured by the results from the three Acadience screeners administered at the beginning of the year (BOY), middle of the year (MOY), and the end of year (EOY). Acadience progress monitoring tools will also be utilized between the three screening windows common across the district/state.

Progress towards math proficiency will be measured through administering ongoing benchmarks, but the ultimate measure comes from RISE proficiency scores at the end of the 2024-25 school year.

	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Early Literacy (Acadience)	Proficiency 51.9%	Proficiency: 54.8%	Proficiency: 50.8%
Early Literacy (Acadience)	Typical/Better Growth: 71.5%	Typical/Better Growth: 64.5%	Typical/Better Growth: 69.5%
Math (RISE)	53%	56.3%	54.5%

**Action Plan to Achieve Goal:**

1. Teachers will monitor and analyze literacy screener information on a regular basis during collaboration meetings. Teachers will review student data following each of the three screener administrations (BOY, MOY, EOY) to identify students who are in need of additional

targeted interventions to help them make progress towards literacy proficiency.

2. The administration and monitoring of ongoing district and RISE benchmarks will provide indications of current and future proficiency of essential grade level math standards.
3. Hire literacy assistants and classroom assistants to help facilitate the delivery of targeted interventions to students in need. Classroom assistants also help facilitate time for the licensed teachers to collaborate how to provide improved instruction and ongoing interventions.

**Funding Changes:**

Any additional funds available will be used to support the identified goals. Sample expenditures would include hiring additional support staff to facilitate increased intervention or purchasing materials and/or technology to support learning.

**TSSA Plan for Golden Fields Elementary**  
2024-25

The Goal, Measurements, and Action Plan for the TSSA plan are similar to that of the Landtrust Plan.

**Differences in Action Plan Unique to TSSA Plan:**

- Funds will be used to cover 50% of the salary of our full-time Instructional Coach
- Funds will also be used to cover the salaries of BTS teacher, rotation teachers, and any needed additional literacy/classroom assistants.
- If additional funds are available, then funds could be used to facilitate additional intervention assistants, purchase instructional materials and/or technology devices or software to support learning.