Goal #1

Goal

During the 2019-2020 school year, East will increase student ACT readiness through ACT prep classes. For students who took the ACT prior to participating in the ACT prep class we will target a score increase of at least 2 points after completing the course and retaking the ACT.

Academic Areas

- Reading
- Writing
- Science
- Social Studies

Measurements

This is the third year in which we will offer the ACT class during the school day (along with afternoon ACT prep classes). The class will be offered to seniors and juniors during fall semester and juniors during spring semester. The efficacy of the course can be measured by comparing the spring ACT scores of juniors who participated in the class (both during school hours and after school) to those who did not. The course will be designed to help students prepare for and be more competitive in admission to college and career.

Action Plan Steps

We will offer one ACT class in the school day to supplement the after-school ACT classes. The class will be a semester-long course, enrolling seniors and juniors during fall semester and juniors during spring semester.

1. Advertise the course to incoming juniors and seniors for higher enrollment numbers during its second year during registration (which will take place during the 2017-2018 school year). Student schedule changes will be allowed in fall to allow enrollment into the course.
2. Continue to staff the course with one teacher who will coordinate the program and teach the test-taking skills component.
3. Continue to staff the course with a language arts teacher, math teacher, and science teacher. (These teachers will have a common prep period with the coordinator of the program.)
4. Continue to staff the course with one person who will teach college/career prep skills such as completing college and job applications, resume writing, interview skills, personal statements, scholarship applications, budgeting, etc.
5. Schedule the class within the master schedule.

Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits (100 and 200)</td>
<td>Approximately .33 FTE will be required in order to staff for this course,</td>
<td>$30,000</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>$30,000</td>
</tr>
</tbody>
</table>

Goal #2

Goal

Increase student achievement through improved targeted and specific instruction and instructional strategies used by teachers. Trust Lands funding will contribute to the costs associated with intensive, student-first professional development as identified by Utah Education Policy Center and Assessment Capable Visible Learning.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits (100 and 200)</td>
<td>Funds will cover the $30 hourly professional development non-contract pay for teachers during training taking place outside of contract time and will cover substitute teacher costs during contract time. Funds will also be used to cover costs for additional turnaround and AVID professional development such as AVID Strands and Summer Institutes. Funds will also be used to continue professional learning plans and partnerships with Utah Education Policy Center.</td>
<td>$50,000</td>
</tr>
</tbody>
</table>

Total: $50,000

Goal #3

Goal

Increase reading skills by more one grade level equivalency for 9th grade students who are not receiving ELD or Special Ed. services, who enter East High School with a reading deficit of more than two years below their grade level peers. The cost for this program will be half of one FTE. The money will be spent by the end of the school year. The goal will be reached by individual students at different times; students will rotate out of the class when they reach grade-level proficiency and new students will be enrolled.

Academic Areas

- Reading
- Writing

Measurements

Individual student reading levels will be assessed using the Scholastic Reading Inventory (SRI) as well as other appropriate, teacher generated evaluative tools. Students will be assessed throughout the course of the year and be moved out of the class when they reach and maintain grade-level proficiency as defined using the SRI.

Action Plan Steps

1. Students identified by their SRI scores as reading below grade-level proficiency will be enrolled in the class, which meets for 87 minutes every other day.
2. A highly qualified reading teacher will provide students with the skills and techniques needed to improve their reading level. Writing instruction will also be provided to increase academic rigor and support reading.
3. Students will be tested using the SRI evaluative tool at the end of each unit (approximately twice each term).
4. As students reach grade-level reading proficiency they will be transferred out of the class (at natural term breaks) and other students who have been identified as needing additional reading instruction will be enrolled.

Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Goal #4
Goal
East High will use School Land Trust funds to employ a full time counselor for the 2019-2020 school year. The counselor will meet with students from each grade level to develop College & Career Readiness (CCR) plan at least once per year. The counselor will also meet with individual students and groups created to meet specific needs as necessary. The counselor will report at least weekly to the Counseling Department as well as monthly with administration throughout the school year.

Academic Areas
- Reading
- Mathematics
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- Foreign Language

Measurements
The counselor will track class visits as well as individual and/or group CCR meetings. Progress will be consistently reported to administration, and counselors.

Action Plan Steps
The counselor will meet with counseling department and administration to determine the content that will be covered in classes during the course of the upcoming school year. The counselor will also collaboratively develop College & Career Plans (CCR) with students and parents. The counselor will also meet with individual students upon request. Progress updates will be shared weekly with Counseling Department and monthly with administration.

Behavioral Component
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Final Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral/Character Education/Leadership Component</td>
<td>The counselor will meet with each of her/his students at least once per year in a personalized College &amp; Career Readiness Plan meeting. The counselor will also meet with students who are at risk of failing classes, and help create a plan of academic success. This meeting helps ensure students are achieving academically, being placed into appropriate classes based upon their CCR Plan, and provide pathways for struggling students to become academically successful.</td>
<td></td>
</tr>
</tbody>
</table>

Expenditures
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits (100 and 200)</td>
<td>One full time counselor to meet the needs of students academic success as it relates to College &amp; Career Readiness Plans, academic success plans, and ensuring students are progressing towards graduation and post-high school education.</td>
<td>$85,000</td>
</tr>
</tbody>
</table>

Summary of Estimated Expenditures
<table>
<thead>
<tr>
<th>Category</th>
<th>Estimated Cost (entered by the school)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits (100 and 200)</td>
<td>$240,000</td>
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</tbody>
</table>

Funding Estimates
<table>
<thead>
<tr>
<th>Estimates</th>
<th>Totals</th>
</tr>
</thead>
</table>
### Estimates

<table>
<thead>
<tr>
<th></th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Carry-over from the 2018-2019 Progress Report</td>
<td>$16,396</td>
</tr>
<tr>
<td>Estimated Distribution in 2019-2020</td>
<td>$239,733</td>
</tr>
<tr>
<td><strong>Total ESTIMATED Available Funds for 2019-2020</strong></td>
<td><strong>$256,129</strong></td>
</tr>
<tr>
<td>Summary of Estimated Expenditures For 2019-2020</td>
<td><strong>$240,000</strong></td>
</tr>
</tbody>
</table>

This number may not be a negative number

**Total ESTIMATED Carry Over to 2020-2021** | **$16,129**

*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 district, 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?

In the event more money is allocated or available, we will focus on acquiring more technology, more professional learning on English Learner support and school improvement focus areas.

### Publicity

- School newsletter
- School website

### Council Plan Approvals

<table>
<thead>
<tr>
<th>Number Approved</th>
<th>Number Not Approved</th>
<th>Number Absent</th>
<th>Vote Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>0</td>
<td>9</td>
<td>2019-04-01</td>
</tr>
</tbody>
</table>

### Plan Amendments

#### Approved Amendment #1

**Number Approved:**

18

**Number Not Approved:**

0

**Absent:**

9

**Vote Date:**

2019-04-01

**Explanation for Amendment:**

As requested, we are amending goal 4 to be more measurable. The counselor will monitor their caseload and meet with students at risk of academic failure with a goal to reach at least 90% of caseload being on track for graduation.