

John Hancock Charter School  
School Land Trust Committee/School Community Council  
November 17, 2022

Welcome & Introductions

- Julie Adamic, Principal
- Tammy Cloward, parent
- Melissa Heppler, Parent & Chair
- Stever Braegger, School Employee
- Liz Hales, Parent
- Cheri Crabtree, Parent

Estimated Amount

- \$44,197.00 - Last year

Training Videos:

[What is a Community Council?](#)

<https://www.youtube.com/watch?v=59JieblXXxA&feature=youtu.be>

Next Meeting: [Dec. 8 at 7 pm](#)

Review Assessment Data

Review Behavior Data

Review School Improvement Plan

Begin brainstorming ideas for the FY24 school year

[January 12, 2023 at 7pm](#)

Begin writing plan

[Feb. 2, 2023 at 7pm](#)

1.

[John Hancock Charter School](#)

2. *Current School Plan*

# Current School Plan 2022-2023 - John Hancock Charter School

## School Plan Approved

### School Plan Approval Details

Submitted By Julie Adamic Submit Date 2022-05-09 Admin Reviewer Kira Bennett Admin Review Date 2022-06-24 LEA Reviewer Karen Rupp LEA Approval Date 2022-06-24 Board Approval Date

Goal #1 [close](#)

State Goal [close](#)

The number of students scoring at or above grade level will increase from BOY to EOY by 2%.

Academic Area [close](#)

- Mathematics

Measurements [close](#)

The committee determined that foundational math skills are critical to success in the upper grades. As a result, they used NWEA and Acadience Math assessments to determine that they still wanted to focus on building a strong math foundation. JHCS will administer the NWEA math assessment to all students at the beginning, mid, and end of the year to determine progress towards this goal.

Action Plan Steps and Expenditures [close](#)

1. We will continue to design instruction and build best teaching practices with the Utah State Mathematics Core in all grades. This will be done grade level by grade level as teachers redesign their curriculum maps each year.
2. We will provide paraeducators to assist teachers in helping struggling students in each grade level as needed.
3. We will provide before, during, and afterschool math interventions using online blended learning platforms.

4. NWEA will be administered at least 3 times a year to determine the benchmark and identify student progress towards the standards. Those identified as at-risk may be progress monitored monthly using the NWEA skills assessments.

5. Saxon Math assessments will be administered weekly to assess the effectiveness of whole group instruction.

6. Teacher-created assessments and observations will be administered weekly to assess the effectiveness of whole group instruction.

7. Saxon assessments/lessons and other online platforms provide teachers ongoing valuable information to determine concepts that either need to be retaught or presented in a different format for student retention.

8. Teachers use informal and formative assessments to determine if intervention is needed. These include NWEA, iReady, IXL, KEEP, and other teacher-created assessments, which are given to determine if students need intervention and what level of Tier 1 small group instruction they need. Tier 1 instruction is provided within the classroom and includes Saxon Math.

9. Using our MTSS plan, teachers collaborate during PLCs to identify students needing additional supports through tier 2. Teachers refer students to tiers 2 and 3 and the entire team reviews the data to previously determined cut scores to determine the best placement and interventions for the student. Teachers are provided training on effective practices for implementation, data review, and student support towards meeting goals through our school-wide MTSS plan. Teachers provide additional intervention support as needed. Students who are identified as being below grade level participate in intervention groups with an educational assistant and/or reading coach, special education teachers, and paraprofessionals.

Category	Description	Estimated Cost
		Total: \$20,200.00
Books, Ebooks, online curriculum/subscriptions	Purchase math curriculum/textbooks/workbooks for student and teacher use. JHCS will purchase online programs to support student learning. IXL, Iready, NWEA Map Accelerator, BrainPop We will purchase the NWEA assessments to monitor the progress towards this goal and Mastery Connect to keep track of student progress.	\$20,200.00
Digital Citizenship/Safety Principles Component		

No

Goal #2  
State Goal

Goal: The percent of students performing on grade level or making typical progress will improve 3% from BOY to EOY.

Academic Area

- English/Language Arts

Measurements

The committee determined that the school saw a decrease in reading proficiency after analyzing DIBELS/Acadience scores from the spring of 2021. JHCS will determine if we are making progress towards this goal by administrating the Acadience/DIBELS assessment to all of our students at least 3 times a year. Those identified as at-risk will

be progress monitored more often throughout the school year based upon the results of their assessments.

#### Action Plan Steps and Expenditures [close](#)

1. DIBELS progress monitoring will be administered at least 3 times a year to determine the benchmark and then identify student progress. Those identified as at risk of academic failure will be progress monitored either twice a month or once a month depending on their needs.
2. NWEA will be administered at least 3 times a year to determine the benchmark and identify student progress towards the standards. Those identified as at-risk may be progress monitored monthly using the NWEA skills assessments.
3. Core Phonics Survey or similar assessments will be administered to students identified as needing assistance. This assessment will narrow their areas of deficiencies and provide teachers with the necessary information to provide targeted assistance.
4. Reading assessments will be administered weekly to assess the effectiveness of whole group instruction. Core Knowledge Language Arts also have weekly, monthly and quarterly assessments to determine student progress.
5. Teacher-created assessments and observations will be administered weekly to assess the effectiveness of whole group instruction.
6. Lexia assessments/lessons and other online platforms provide teachers ongoing valuable information to determine concepts that either need to be retaught or presented in a different format for student retention.
7. Teachers use informal and formative assessments to determine if intervention is needed. These include NWEA, DIBELS, Lexia, KEEP, and guided reading assessments, which are given to determine if students need intervention and what level of Tier 1 small

group instruction they need. Tier 1 instruction is provided within the classroom and includes Spalding Writing Road to Reading, Core Knowledge Language Arts (CKLA), and Core Knowledge Sequence.

8. Small group instruction is provided for students to deepen their understanding of the Tier 1 content during daily ELA rotations and in the afternoons through blended learning platforms. Small group instruction, paired student learning, and independent practice implement these work cycles.

9. Using our MTSS plan, teachers collaborate during PLCs to identify students needing additional supports through tier 2. Teachers refer students to tiers 2 and 3 and the entire team reviews the data to previously determined cut scores to determine the best placement and interventions for the student. Teachers are provided training on effective practices for implementation, data review, and student support towards meeting goals through our school-wide MTSS plan. Teachers provide additional intervention support as needed. Students who are identified as being below grade level participate in intervention groups with an educational assistant and/or reading coach, special education teachers, and paraprofessionals.

10. Provide LETRS training for all grade level teachers so they have the fundamental knowledge of the science of teaching reading and techniques / best practices to be used in their daily instruction.

Category	Description	Estimated Cost
Total:		\$19,204.00
Books, Ebooks, online curriculum/subscriptions	JHCS will purchase online programs to support reading	\$12,697.00

	instruction. JHCS will purchase ELA textbooks, decodable books for student use., CKLA materials	
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	LETRS training, CKLA training and other reading instruction training as determined by the school director.	\$6,507.00

#### Digital Citizenship/Safety Principles Component

No

#### Goal #3

#### State Goal

JHCS students in 4-6th grades will increase the number of students scoring at or above grade level from BOY to EOY by 2%.

#### Academic Area

- Science

#### Measurements

With the adoption of the new SEED standards, the committee determined that the school needs additional supports and resources for science. JHCS will administer the NWEA science assessment to all 4-6th grade students at the beginning, middle and end of the year to determine progress towards this goal.

#### Action Plan Steps and Expenditures

1. Purchase curriculum and supplies that support SEED

2. Provide professional development to support teachers in the implementation of SEED

3. Identify science power standards from the SEED standards and input in Mastery Connect to measure student progress towards the standards.

4. Provide experiences in the MakerSpace that support SEED standards for each grade level.

Category	Description	Estimated Cost
Total:		\$4,800.00
Books, Ebooks, online curriculum/subscriptions	JHCS will purchase an online curriculum to support science instruction.	\$800.00
Expendable items that are consumed, wornout 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)	Hands-on materials for science standards.	\$4,000.00
Digital Citizenship/Safety Principles Component <small>close</small>		

No



## Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Total:	
	\$44,204.00
Expendable items that are consumed, wornout 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)	\$4,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$6,507.00
Books, Ebooks, online curriculum/subscriptions	\$33,697.00

## Funding Estimates

Estimates	Totals
Carry-over from 2021-2022	\$0.00
Distribution for 2022-2023	\$44,106.74
Total Available Funds for 2022-2023	\$44,106.74
<i>Funds to be Spent Estimated in the Upcoming Plan</i>	<i>\$0.00</i>

Funds to be Spent Estimated in the Goals for 2022-2023	\$44,204.00
Estimated Carry-over from 2022-2023	-\$97.26

**You may not have a negative carry-over.**

*The Estimated Distribution is subject to change if student enrollment counts change.*

*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?*

The school will use additional funds to support professional development efforts relating to math, science, and/or reading/ELA.

- School newsletter
- School website
- Sticker and stamps that identify purchases made with School LAND Trust funds.

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
4	0	1	2022-02-15

## Comments

Date	Name	Comment
2022-04-12	Karen Rupp	Goal #2 - please clarify specifically how funds will be used. The Action Plan Steps and Expenditures should match. Thank you.