

School Plan 2021-2022 - Mountain Heights Academy

At least one goal is required.

To increase reading proficiency by ten-point growth based on the RIT score from the beginning of the year assessment to the end of year assessment for students in 9th-11th grades who attended from August through May.

To increase math proficiency by ten-point growth based on the RIT score from the beginning of the year assessment to the end of year assessment for students in 9th-11th grades who attended from August through May.

Fall 2020 scores:

Grade Level	Math**	Reading
9th	206.5/ 234.1/ 255.6	226.9
10th	213.3/ 222.4/ 237.8/ 263.1	228.0
11th	227.7/ 229.1/ 245.5	226.1

**Math 6+/Integrated Math I/Integrated Math II/Integrated Math III

Fall 2021 scores: (to be updated this fall, once we have that data)

Grade Level	Math	Reading
9th		
10th		
11th		

Academic Area

- Math
- Reading

Measurement

Diagnostic Reading and Math Assessments

Action Plan Steps

1. Diagnostic and benchmarking tests will be given in Math and Reading a minimum of twice and a maximum of three times annually (at the beginning of the year, at semester, and at the end of the year) to identify reading and math levels and gaps in progress.
2. Reading specialist(s) and math paraprofessionals will work with identified struggling students (IEP, 504) to fill in gaps in knowledge.
3. Additional math teachers in Secondary Math 1 and 2 will be hired to keep the class sizes under 100 in order to meet student needs and increase understanding and course passing rates.
4. Math paraprofessionals will work under the direction of the course teachers. Teachers will identify when any general education student falters, and ask paraprofessionals to initiate contact with the student and provide instruction to help the student better understand the concepts.
5. Reading specialist(s) and math paraprofessionals will communicate progress and intervention strategies with general education and special education teachers, who will communicate regularly with parents, students, counselors, and administrators.
6. Reading specialist(s) and math paraprofessionals will continue to work with struggling learners and share successful strategies with faculty, counselors, and administrators.
7. Math paraprofessionals will continue to work with all students who struggle, regardless of current grade, so they are providing consistent services to students who need assistance.
8. Struggling readers will be identified with the diagnostic and given one on one support or placed in a supplementary reading course based on need.

9. Teachers will track student progress and growth over time based on the diagnostic test results in math/reading and performance in their courses. Services will be adjusted accordingly.
10. Staff will send assessment results to parents and teachers, and teachers will regularly communicate growth to parents.

Expenditures (Exact amounts will be provided by the state by June)

Category	Description	Estimated Cost
		Total:
		\$
Salaries and Employee Benefits (100 and 200)	Math and Reading paraprofessional(s), and reading specialist, and teachers	\$170,479
Software (670)	NWEA MAP Reading and Math Assessment Platform Reading Enhancement Platform	\$10,000

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Total:	
\$	
Salaries and Employee Benefits (100 and 200)	\$170,479
Software (670)	\$10,000

Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2019-2020 Progress Report	\$0
Estimated Distribution in 2019-2020	\$0

<p style="text-align: center;">Total ESTIMATED Available Funds for 2021-2022</p>	<p style="text-align: center;">\$180,479</p>
<p>Summary of Estimated Expenditures For 2021-2022</p>	<p style="text-align: center;">\$180,479</p>
<p style="text-align: center;">This number may not be a negative number Total ESTIMATED Carry Over to 2022-2023</p>	<p style="text-align: center;">\$0</p>

Estimated Carry-over

Please explain the ESTIMATED Carry-over to 2022-2023: N/A

Increased Distribution

Please explain how additional funds will be spent to implement the goals described in the plan if the actual distribution is more than the estimate.

An increase in funding would pay for additional teacher and paraprofessional salary expenses thereby increasing the number of students who receive assistance. The expected distribution exceeds the amount anticipated.