

WEILENMANN SCHOOL OF DISCOVERY
LAND Trust Plan 2026-27
DRAFT for REVIEW

A. Goal

The school will increase the percentage of students in K-8 performing at or above benchmark on the Acadience Reading Reading Composite Score from BOY to EOY by 10% during the school year 2026-27.

B. Academic Area

English Language Arts

Data and Indicators Supporting the Decision to Identify this Academic Area

The Board of Directors, acting in its capacity as the Trust Land Council, reviewed the Acadience Reading scores and STAR360 Reading scores from 2024-25. In order to experience a continual growth trend in reading accuracy, comprehension, and proficiency for students in grades K-3, the Council identified reading as the school's most critical area of need.

C. Specific Measurements

The school will use the Reading Composite Score from Acadience Reading from BOY to EOY to measure progress toward the school's LAND Trust Goal. The Reading Composite Score provides empirically derived and criterion-referenced target scores that represent adequate reading skill for a particular grade and time of year to determine whether students are performing at or above benchmark in reading at BOY, MOY, and EOY. The Reading Composite Score is considered the best predictor of reading outcomes for K-3 students among the measures available to the school.

D. Action Plan

1. Using 2026-27 BOY Acadience Reading Scores, teachers will identify students in need of targeted interventions in reading.
2. Teachers will analyze growth trends from the prior year to refine baseline data for each student, identify students at risk for academic failure, and provide specialized targeted intervention.
3. Teachers and specialists will provide targeted interventions and adjust their instruction according to data gathered at regular intervals, including from interim, benchmark, and locally designed assessments.

4. Teachers and specialists will monitor students' progress throughout the 2026-27 school year using the school's established monitoring tools.
5. The MTSS Coordinator will provide advanced instructional coaching for teachers to further refine and enhance their skills at providing targeted reading interventions.
6. The MTSS Coordinator will meet with Teacher Teams to facilitate deep-dive data analysis and foster data-informed instructional decisions.
7. The Administration will require all teachers and specialists to attend training and professional development meetings related to updated assessment tools, progress monitoring, and evidence-based interventions throughout the 2026-27 school year.
8. The Administration will ensure the proper procurement for purchase of instructional software, curriculum, technology hardware, assessment and monitoring tools, and hiring of personnel per the school's board-approved policies.
9. The Administration will ensure equitable digital access for all students at the school, access to technology-supported learning, instruction for use of applications, and experience in the production of digital artifacts.

E. LAND Trust Expenditures (2025-26)

WSD's anticipated LAND Trust distribution is \$69,182.91. The school will allocate the expenditure of funds as outlined below:

Salaries and Benefits

The school will use LAND Trust funds to designate an MTSS Specialist who will meet with teachers on a regular basis in support of tiered intervention and professional development. WSD will also hire paraprofessionals and specialists to assist in the delivery of interventions, progress monitoring, and assessments.

\$49,182.91

Software

WSD will use LAND Trust funds to purchase software, progress monitoring and assessment tools, educational platforms, applications, and communications systems.

\$10,000.00

Technology

WSD will use LAND Trust funds to purchase devices, classroom technology, hardware, and technology components.

\$10,000.00

Expenditure of Additional Monies

WSD will use any LAND Trust funds beyond the anticipated distribution to purchase software or technology hardware, or to hire individuals to support tiered instruction.