



# Teacher Student Success Plan LAND Trust Goals only

**Adelaide Elementary - SY 2024**

Principal Patty Arbon

## PURPOSE

### District Vision

Davis School District provides an environment where growth and learning flourish.

### District Mission

Educators, parents, and community members work together to create a successful educational experience for each student.

### School Purpose

The purpose and mission of Adelaide Elementary is to provide students a safe place to achieve their full potential as lifelong learners. To accomplish our purpose, we strive to provide a positive, safe, and respectful environment where all students can learn. Teachers work collaboratively to provide instruction using priority standards and effective instructional practices. We encourage and promote community and parental involvement to support our goals.

## Description of the School

### Community

Adelaide Elementary is a Title 1 suburban school located in the southern end of Davis County. Adelaide Elementary is located at 731 West 3600 South, Bountiful, UT 84010.

### Student Body

Adelaide Elementary has approximately 402 students almost equally distributed in grades PreK-6. We have a diverse socio-economic community. 61% percent of the current student population is identified as economically disadvantaged (qualify for free or reduced lunch), 17% are students with disabilities, 19% are multi-language learners, and 47% are minorities including 33.3% Hispanic/Latino, 1.2% Asian, 1.7% African American, 5.7% Native Hawaiian or Other Pacific Islander, 1.5% Native American, and 3.2% Multiple Races. 53.2% of students are white.

### Staff

Adelaide staff consists of 16 certified General Education teachers, 3 Special Education teachers, 1 Curriculum Specialist for ELA, 1 School Psychologist, 1 Speech Language Pathologist, 1 Speech Language Technologist, 1 Counselor, 1 Administrative Intern and a Principal. Classified staff consist of 2 pre-k instructors, 21 paraprofessionals, 4 prep-time specialists (Art, Music, Computer, P.E.), 2 Multi-language learner (MLL) tutors, 1 Media Specialist, 1 SEM specialist, 1 part-time nurse, 1 part-time Family Service Advocate, 1 School Technology Support, 1 Special Education Records Assistant, 1 Health Clerk, 1 Office Manager, 4 Office Assistants (clerical, lunchroom, and playground), 5 Custodial staff, and 4 Kitchen staff, 1 Before and After School Site Coordinator, and 5 Before and After School tutors. We also house a Head Start Title I Pre-school, a Tier 2 Pre-school, and an Essential Elements Pre-school.

## School Culture

Adelaide Elementary's mission is to provide students a safe place to reach their full potential as lifelong learners. Our vision is to ensure a thriving environment with high levels of learning for all. We focus on the whole child, which includes the academic, social-emotional, and physical needs of our student body. Academically we meet the needs of students through whole class and small group differentiated instruction as well as intervention. Explicit instruction and mastery within language arts, mathematics, and science are a critical focus in our school. We target the priority standards and utilize district approved resources and materials, best teaching strategies, and a focus on high student engagement using the Professional Learning Community (PLC) process to accomplish this focus. Teachers, staff and students are working to incorporate social-emotional learning into our daily practice.

## Unique Features & Challenges

Our school's diverse socio-economic population creates both challenges and opportunities within our school. Our unique school boundaries encompass both middle and low-income households. Many of our students come from homes where English is not the primary language spoken. As a result, we are continually working to improve the way we communicate with and involve all parents. The student mobility rate continues to increase, posing academic challenges for students and teachers. Due to the number of economically disadvantaged homes, Adelaide has been designated as a federal Title I school and receives Title I funding. Families are faced with various challenges that sometimes accompany the dynamics of an economically disadvantaged community including high levels of trauma. We implemented a calming room called the 'Tigers' Den to provide a safe calm space for students and teachers have been trained in Restorative Practices. A daily community circle in all classes allows students to be heard. Teachers have access to current technology needed to be effective, including grade-level iPad or laptop carts, SMART boards, Apple TV, projectors, audio enhancement, document cameras, swivel cameras, coding software and devices. We offer many opportunities for school-level professional development. We also have community partnerships with Latino-In-Action student tutors, reading volunteers, Promise Bountiful resources, and the Bountiful Food Pantry.

## Additional Information

Our school houses a Tier 2 and an Essential Elements preschool classroom, as well as Head Start and Title 1 preschool classrooms. We also offer a before and after school program, Tigers After-School Kids (TASK), for students in grades K-6. The Bountiful Food Pantry donates approximately 120 weekend food packs for students. Adelaide Elementary continues to provide enrichment activities before, during, and after school, including the Learning to Breathe program for our 6th graders, a school play, Read Across Davis, Constitution Bowl, Spelling Bee, Martin Luther King Jr. Speech Contest, Girls on the Run, coding, and participation in the Hill Air Force Starbase Science, Technology, Engineering, and Math (STEM) program for 5th grade and Starbase 2.0 for 6th grade.

## Needs Analysis

## Notable Achievements

- Adelaide continues to improve the implementation of our Professional Learning Communities with a new mission and vision, collective commitments, a focus on priority standards, formative assessment, student data, and interventions with grade-levels as well as vertical alignment of curriculum.
- School-wide interventions are provided to every student based on data to determine areas of need. SPIRE reading is used to address phonics deficits and Kilpatrick drills and Heggerty are addressing phonemic awareness deficits.
- Our Jr. Hope squad helps students feel accepted and loved by listening, supporting, and modeling leadership skills.
- Our DEEP specialist provided enrichment for advanced learners in pull-out and small group settings, served 72 students as of March 2023. Subjects that these students have studied include: exploring physics and motion, engineering and problem solving, the work of climate scientists, brain science, writing personal narratives, and participating in the Stock Market Game.
- Our school-wide PBIS includes a school-wide restorative justice program that includes community circles. Students are learning how to be accountable for their actions and how to seek out help when they need it.
- The PTA sponsored Jog-a-thon raised \$12,000 and Mrs. Arbon willingly was duct taped to the wall as a reward for students.
- The school play continues to be a hit for students and our community.

## Areas of Recent Improvement

According to 2021-2022 Acadience data, our proficiency levels for students K-1 increased by 17% from BOY to MOY benchmark. scores.

Our school has improved in its positive behavioral support and helping students feel safe by adding a calming room called our Tigers' Den, a Tigers' 100 Club, and a MVP monthly initiative, decreasing our behavior referrals from the BOY to current. "Move This World" was implemented to provide Social-emotional learning and support.

2020-2021 BOY 49% to MOY 53% reflect a 4% increase in Acadience benchmark scores. 2019-2020 BOY 59% to MOY 65% Acadience Benchmark reflect a 6% increase Targeted Sub-group for Improvement (TSI) sub-group Hispanic: Acadience Pathways to Progress 2021--62% making typical or greater growth 2020-- 57% making typical or greater growth 2019--52% making typical or greater growth Acadience Benchmarks 2021 BOY 36% to MOY 44% reflect an 8% increase 2020 BOY 47% to MOY 51% reflect a 4% increase 2019 BOY 44% to MOY 46% reflect a 2% increase TSI sub-group English Language Learners (ELL): Acadience Pathways to Progress 2021--65% making typical or greater growth 2020--57% making typical or greater growth 2019--52% making typical or greater growth Acadience Benchmarks 2021 BOY 27% to MOY 37% reflect a 10% increase 2020 BOY 27% to MOY 27% reflect no increase 2019 BOY 17% to MOY 20% reflect a 3% increase.

## Areas of Needed Improvement

Math and language arts proficiency are below district and state averages. Three identified subgroups (ELL, Hispanic, and special education students) have performed well below school averages in these areas. We also continue to see a need for social emotional learning support with students. Recent student climate surveys have identified the playground as the location where students need additional support to use effective communication and emotional regulation skills.

# Prior Year Status Report

## Report progress on PRIOR YEAR 2022 Composite School Plan

Goal description	Progress toward	Comments (required if 'Did
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	goal	not meet goal')
Seventy percent of grades K-6 students will achieve 70% or higher on priority standard grade level common formative mathematics assessments.	Did not meet goal	Factors contributing to not meeting goal could include chronic absenteeism, high mobility rates, and teacher retention.
Seventy percent of K-6 students will show typical or greater progress on Acadience Pathways to Progress as measured by End of Year (EOY) composite score.	Did not meet goal	Factors contributing to not meeting goal include high mobility rates, chronic absenteeism, and teacher retention.
Teachers, staff, and administrators will work together to intentionally promote an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected using competencies, indicators, and developmental goal. Extensive research demonstrates that school-based SEL programs can promote and enhance students' connection to school, positive behavior, and academic achievement (Durlak et al., 2011). Based on this research we expect student centered SEL goals to support learners and learner proficiency as outlined in goals 1 and 2.	Met goal	A calming room for students was created to support students with anxiety or stress and we implemented Move This World SEL curriculum for all grade levels. Teachers were trained on Restorative Practices.

# Current Year Progress Report

## Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Increase the percentage of students demonstrating typical or above typical progress on Acadience end-of-year (EOY) benchmark by two percent from 48% to 50% or greater.	Progressing according to plan	All action steps are being carried out with fidelity and MOY Acadience data shows that 55% of students in grades K-6 have made typcial or above typical progress.

Students will acquire their math facts from memory by doing the following:

- Eighty-percent of kindergartners will be able to identify and count numbers to 20
- Eighty-percent of first and second graders will be able add and subtract within 20
- Eighty-percent of third-sixth graders will be able to multiply and divide within 100

Progressing according to plan

Action steps are being followed with the exception of only being able to hire 1/3 Math interventionists and MOY common assessment data shows that students in grades K-6 are making progress towards goal.

Increase student academic achievement in reading, math, and science K-6 by 2% by reducing the percentage of chronically absent students by 10% from end of 3rd term 2021-2022 to end of 3rd term 2022-2023.

Progressing according to plan

To date, chronic absenteeism. has dropped from 27.35% to 25.32%.

## LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 8,369.71
B - Allocated new funds for Current Year SY22-23	\$ 51,390.24
C - Total Budget for Current Year SY22-23	\$ 59,759.95
D - Projected spending during Current Year SY22-23	\$ 59,759.95
E - Expected carryover from Current Year SY22-23	\$ 0.00
F - Projected new funding for Next Year SY23-24	\$ 53,248.17
G - Total projected funding for Next Year SY23-24	\$ 53,248.17

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Reading Growth</b>
<i>Goal Statement</i>	Increase the percentage of students demonstrating typical or above typical progress on Acadience end-of-year (EOY) benchmark by 10 percent.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing</i>	

<i>your TSI status?</i>	
<i>Measures</i>	K-3 students, Acadience beginning-of-year (BOY) and end-of-year (EOY) benchmarks using pathways to progress data will be used.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. Teachers will use Tier I explicit instruction and best practices and district routines.</li> <li>2. Teachers will attend LETRS training to build knowledge and skills in the science of reading for both Tier I and Tier II instruction.</li> <li>3. English Language Arts (ELA) coach will support Tier I instruction.</li> <li>4. Reading interventionists will support Tier III instruction using an explicit reading program to support differentiated and personalized instruction, funded by (LAND TRUST FUNDS)</li> <li>5. After Acadience assessment is completed, all students identified as below or well below on composite score will be administered a phonics survey and placed into reading groups based on targeted phonics skills needed.</li> <li>6. Students will be progress monitored every 10 to 20 days depending on their Acadience Benchmark results.</li> <li>7. Use of supplemental reading programs to support differentiated and personalized instruction, funded by LAND Trust monies.</li> <li>8. Data meetings with Administration, ELA coach, and teachers will meet every other month to assess data and move students through interventions. Groups will be fluid depending on student progress.</li> <li>9. Teachers will participate in Professional Learning Communities (PLCs).</li> <li>10. Administration will support Tier I instruction by minimizing interruptions when possible and having weekly Local Case Management Team (LCMT) meetings to assist with Tier II and Tier III instruction as needed.</li> <li>11. A master schedule will include 120 minutes daily for grades 1-6 and 60 minutes daily for Kindergarten.</li> <li>12. Funds to support district Refresh Program and other technology needs will be funded by (TSSA FUNDS)</li> </ol>
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #TSISubGroups #PCBL #TeacherLeaders
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Culture

If you selected 'School Identified Area', please describe									
Academic area(s) addressed by the goal	Reading Writing Mathematics Science								
Does this action plan include behavioral / character education / leadership efforts?									
Will LANDTrust funds be used to support the implementation of this goal?	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$3,500.00</p> <table> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> <tr> <td>LAND Trust Academic</td> <td>General Supplies, Other</td> <td>#4 Reading Program PD for interventionists and program materials</td> <td>\$ 3,500.00</td> </tr> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	General Supplies, Other	#4 Reading Program PD for interventionists and program materials	\$ 3,500.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
LAND Trust Academic	General Supplies, Other	#4 Reading Program PD for interventionists and program materials	\$ 3,500.00						
If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.									

Goal Short Title	<b>Reading Growth</b>
Goal Statement	Increase the percentage of students demonstrating typical or above typical progress on Acadience end-of-year (EOY) benchmark by 10%.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	4th-6th students will be measured using Acadience beginning-of-year (BOY) and end-of-year (EOY) composite score for accuracy data.
Action Plan (please number steps)	<p>1. Teachers will use Tier I explicit instruction and best practices and district routines.</p> <p>2. Teachers will attend LETRS training to build knowledge and skills in the science of reading for both Tier I and Tier II instruction.</p> <p>3. English Language Arts (ELA) coach will support Tier I instruction.</p>



4. Reading interventionists will support Tier III instruction using an explicit reading program to support differentiated and personalized instruction, funded by LAND Trust monies.
5. After Acadience assessment is completed, all students identified as below or well below on composite score will be administered a phonics survey and placed into reading groups based on targeted phonics skills needed.
6. Students will be progress monitored every 10 to 20 days depending on their Acadience Benchmark results.
7. Use of supplemental reading programs to support differentiated and personalized instruction, funded by LAND Trust monies.
8. Data meetings with Administration, ELA coach, and teachers will meet every other month to assess data and move students through interventions. Groups will be fluid depending on student progress.
9. Teachers will participate in Professional Learning Communities (PLCs).
10. Administration will support Tier I instruction by minimizing interruptions when possible and having weekly Local Case Management Team (LCMT) meetings to assist with Tier II and Tier III instruction as needed.
11. A master schedule will include 120 minutes daily for grades 1-6 and 60 minutes daily for kindergarten.

*This goal can be categorized as... (choose all that apply)*

#PD|#TSISubGroups|#PCBL|#TeacherLeaders|

*District Strategic Plan Area(s)*

Student Growth & Achievement|Empowered Employees|Culture|

*If you selected 'School Identified Area', please describe*

*Academic area(s) addressed by the goal*

Reading|

*Does this action plan include behavioral / character education / leadership efforts?*

*Will LANDTrust funds be used to support the implementation of this goal?*

Goal LAND Trust Expense Total - \$0.00

*If your goal includes behavioral, character*



education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.

Goal Short Title	<b>Math Growth</b>
Goal Statement	<p>Students will acquire their math facts to mastery:</p> <ul style="list-style-type: none"> <li>• Eighty percent of kindergarten students will be able to identify and count numbers to 20.</li> <li>• Eighty percent of first and second grade students will be able to add and subtract within 10.</li> <li>• Eighty percent of third grade students will be able to multiply within 100.</li> <li>• Eighty percent of fourth-sixth grade students will be able to multiply and divide within 100.</li> </ul> <p>by comparing grade level beginning-of-year and end-of-year curriculum based formative assessments data will be used.</p>
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	Grade level beginning-of-year and end-of-year curriculum based formative assessments data will be used.
Action Plan (please number steps)	<ol style="list-style-type: none"> <li>1. Teachers will receive training on Professional Learning Communities (PLC) and develop essential standards and I can statement for math and use data to inform their instruction.</li> <li>2. Teachers will use adaptive software to target personalized learning for students with (LAND TRUST FUNDS).</li> <li>3. Math tutors will support targeted math interventionists as directed by teachers. (LAND TRUST FUNDS)</li> <li>4. Interactive math kits, math games, and digital software will be used to help students practice math facts and personalize their learning.</li> <li>5. A master schedule will be created to allot 90 minutes for math in grades 1-6 and 60 minutes in Kindergarten.</li> <li>6. Implementation and training of the math adoption.</li> </ol>
This goal can be categorized as... (choose all that apply)	#PD #TSISubGroups #PCBL

District Strategic Plan Area(s)	Student Growth & Achievement Empowered Employees Culture														
If you selected 'School Identified Area', please describe															
Academic area(s) addressed by the goal	Mathematics														
Does this action plan include behavioral / character education / leadership efforts?															
Will LANDTrust funds be used to support the implementation of this goal?	Yes														
	Goal LAND Trust Expense Total - \$47,463.00														
	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Expense Category</th> <th>Description</th> <th>Item Cost</th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Online Curriculum or Subscriptions</td> <td>#2 Purchase of software licences for mathematics adaptive software programs (Generation Genius, Reflex Math)</td> <td>\$ 4,800.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries &amp; Benefits</td> <td>#3 Three Math Tutors</td> <td>\$ 42,663.00</td> </tr> </tbody> </table>	Funding Source	Expense Category	Description	Item Cost	LAND Trust Academic	Online Curriculum or Subscriptions	#2 Purchase of software licences for mathematics adaptive software programs (Generation Genius, Reflex Math)	\$ 4,800.00	LAND Trust Academic	Salaries & Benefits	#3 Three Math Tutors	\$ 42,663.00		
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LAND Trust Academic	Online Curriculum or Subscriptions	#2 Purchase of software licences for mathematics adaptive software programs (Generation Genius, Reflex Math)	\$ 4,800.00												
LAND Trust Academic	Salaries & Benefits	#3 Three Math Tutors	\$ 42,663.00												
If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.															

## Aditonal LAND Trust Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math Growth	LAND Trust Academic	Online Curriculum or Subscriptions	#2 Purchase of software licences for mathematics adaptive software programs (Generation Genius, Reflex Math)	\$4,800.00
Math	LAND Trust	Salaries &	#3 Three Math Tutors	\$42,663.00

Growth	Academic	Benefits		
Reading Growth	LAND Trust Academic	General Supplies, Other	#4 Reading Program PD for interventionists and program materials	\$3,500.00

## Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 53,248.17
G - Total projected funding for Next Year SY23-24	\$ 53,248.17
H - Total planned expenditures for Next Year SY23-24	\$ 50,963.00
I - Planned carryover into the Following Year SY25-26	\$ 2,285.17
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Extra funding will be spent to enhance goals as written.
Plan for sharing the school LANDTrust plan with the community	School newsletter School website
Additional plan for sharing the school LAND Trust plan with the community.	

## Additional Items for Title I Schools

1. Comprehensive Needs Assessment See 'Needs Analysis' section above.

Comprehensive Needs Assessment: What data (academic and non-academic) is analyzed to create the Title I Plan (TSSP)?

- District-wide assessment practices include the following:*
- Acadience Reading and Math*
  - PASS Assessment*
  - McGraw-Hill assessments*
  - Grade level assessments*
  - State assessments*
  - RISE*

----DLM

----WIDA

--District assessments

----Kindergarten Readiness Inventory

----Kindergarten Inventory of Skills

----1st and 2nd Grade Language Arts CRTs

----1st and 2nd Grade Math CRTs

--During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.

--Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.

--Teachers work with instructional coaches to identify or develop assessments to evaluate effective instruction and identify low performing students.

*Additional schoolwide practices for assessment include the following:*

- LETRS phonics survey for identifying phonics strengths and deficits
- PAST assessment for identifying phonemic awareness strengths and deficits

2a. Which of the following schoolwide reform strategies are in use at the school?

*Choose all that apply*

Comprehensive Needs Assessment: How will you share a summary of the comprehensive needs assessment (CNA) available to the public?

Meeting|Available in Office or Library|

2a. Other school reformsto be implemented

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Language Arts?

Reading Growth and Reading Accuracy.

2b. Describe the implementation of schoolwide reform strategies (timelines, required professional development, and anticipated impact on achievement outcomes.)

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Mathematics?

Math Growth.

3. Instruction by highly qualified teachers. The school will provide this information to Federal Programs by October 1.

Title I Plan / TSSP: Which evidence-based methods, instructional strategies and programs are used to strengthen the school-wide program?

Professional Learning Communities/Davis Collaborative Teams|Collaborative Coaching|

4. Professional Development Plan

Title I Plan / TSSP: Other evidence-based methods used by your school

*SIPPS|Spire|MTSS|PBIS|Heggerty*

Focus on Hattie's research on high effect practices in teaching reading and math such as:

- Explicit Instruction
- Student Feedback
- Teacher efficacy

## 5. Recruitment and retention of highly qualified teachers.

*Districtwide practices for recruiting and retaining highly qualified teachers include the following:*

- Hire early in the year when more candidates are available.*
- Offer high quality professional development opportunities.*
- Provide for smaller classes in title I schools.*
- Offer additional technology in title I schools.*

*Additional schoolwide practices for recruiting and retaining highly qualified teachers include the following:*

## Title I Plan / TSSP: How does the plan improve academics for all students while supporting those most at-risk?

*Districtwide practices for helping struggling students include the following:*

- Administrators meet with teachers to review data identifying low achieving students.*
- During collaborative team meetings, teachers review data to identify how students are performing.*
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.*
- Low performing students receive additional instruction from their teacher.*
- Low performing students work with tutors in addition to the instruction they receive from their teacher.*
- Low performing students receive additional time and instruction through technology and instructional aides.*
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.*
- Teachers discuss progress of their students and make adjustments to the interventions students receive.*
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.*

*Additional schoolwide practices for helping struggling students include the following:*

## 6. Parent Involvement

*Districtwide practices for parent involvement include the following:*

- Community council reviews, plans, and implements the School Improvement Plan.*
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.*
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.*
- All School Improvement Plans in Davis School District follow the same format and are made*

*publicly available online.*

*--An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.*

*--Meetings are held at different times during the day to enable all parents to be involved.*

*--Programs and activities are scheduled throughout the year to involve parents and guardians.*

*Additional schoolwide practices for parental involvement include the following:*

## Plan Evaluation and Stakeholder Involvement: How is stakeholder input solicited?

*Districtwide practices for parent involvement include the following:*

*--Community council reviews, plans, and implements the School Improvement Plan.*

*--Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.*

*--All School Improvement Plans in Davis School District follow the same format and are made publicly available online.*

*--An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.*

*--Parents are invited to attend a planning meeting in spring to review the Title I Parent Compact and Community Engagement Plans which are distributed every fall.*

*--Meetings are held at different times during the day to enable all parents to be involved.*

*--Programs and activities are scheduled throughout the year to involve parents and guardians.*

*Additional school-wide practices for parental involvement include the following:*

## 7. Transition from early childhood programs to elementary, and from elementary to junior high school.

*Districtwide practices for transition include the following:*

*--Information about kindergarten round-up is posted on the school marquee, sent to local preschools, and shared with religious and community leaders.*

*--Letters are sent to the homes of preschool children.*

*--Elementary schools communicate annually with junior high schools to facilitate 6th-7th grade transitions.*

*--School staff coordinates with Head Start, Title I Preschool and other preschool programs within school boundaries.*

*--Principal visits Head Start and Title I Preschools during the year to meet the students.*

*--Parents and preschoolers are invited to a kindergarten round-up.*

*--Parents and preschoolers are provided materials to prepare for kindergarten.*

*--Junior high school counselors meet with students to plan schedules and facilitate 6th-7th grade transitions.*

*Additional schoolwide practices for transition include the following:*



Plan Evaluation and Stakeholder Involvement: How does your school share the Family Policy/Compact with stakeholders?

Website|

## 8. Decisions regarding the use of assessments

*Districtwide assessment practices include the following:*

- Acadience Reading*
- McGraw-Hill assessments*
- Grade level assessments*
- State assessments*
  - RISE*
  - DLM*
  - WIDA*
- District assessments*
  - Kindergarten Readiness Inventory*
  - Kindergarten Inventory of Skills*
  - 1st and 2nd Grade Language Arts CRTs*
  - 1st and 2nd Grade Math CRTs*
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.*
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.*
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.*

*Additional schoolwide practices for assessment include the following:*

Budget & Student Outcomes: What evidence do you have the Title I Plan (TSSP) and designation of funds improve student learning and achievement?

- Assessment data
- One by one, we are assessing and monitoring student growth and achievement. Individual progress monitoring graphs and growth checks have shown that we are making a positive difference with our students. Our Tier 1 and Tier 2 instruction and interventions, collaborative team meetings, progress monitoring, switching instructional groupings as needed, and technology programs that target student needs have all contributed to our students' growth. We have also included SEL practices in our plan, which are making a positive difference in our students being able to thrive at school.

## 9. Students who experience difficulty mastering achievement standards

*Districtwide practices for helping struggling students include the following:*

- Administrators meet with teachers to review data identifying low achieving students.*
- During collaborative team meetings, teachers review data to identify how students are performing.*
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.*
- Low performing students receive additional instruction from their teacher.*
- Low performing students work with tutors in addition to the instruction they receive from their teacher.*
- Low performing students receive additional time and instruction through technology and instructional aides.*
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.*
- Teachers discuss progress of their students and make adjustments to the interventions students receive.*
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.*

*Additional schoolwide practices for helping struggling students include the following:*

## Budget & Student Outcomes: Highly qualified paraprofessionals in the school

*How the school hires Highly Qualified paraprofessionals will be provided to DSD Federal Programs by October 1 including Evidence of how the Title I plan and designation of funds impact student learning and achievement.*

Employees who are hired to work with students, not including teachers, must have a minimum of either an Associates degree or 48 hours of college credit, or they must pass the Title 1 tutor assessment.

## 10. Coordination of Budgets

*The school will provide this information to Federal Programs by October 1*

Budget & Student Outcomes: How does the school coordinate funds from federal, state and local sources to improve the Title I Plan (TSSP)?

*Schools will provide evidence and examples of highly qualified paraprofessionals to DSD Federal Programs by October 1, including for examples#58; Associate degree, 48 hrs., of passing tests*

*The school coordinates funds from multiple sources to meet the goals of the TSSP. Funds are used to enhance Tiered instruction by supporting evidence-based practices in reading and math as well as effective interventions for students who are struggling.*

## SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/17/2023
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	2