



Teacher Student Success Plan LAND Trust Goals only

Cook Elementary - SY 2024

Principal Scott Hughes

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 of Cook Elementary is to create a successful educational experience for all learners. To accomplish our purpose we provide a nurturing environment where students can develop the skills and knowledge necessary to become productive, responsible, and caring individuals. Cook Elementary provides academic and social support to help each student gain essential skills and knowledge and to make positive connections with peers. Our aim is to provide solid, rigorous, relevant, and targeted instruction for students.

Description of the School

Community

Cook Elementary is located at 1175 West 1350 South, Syracuse, Utah, in a primarily residential area. We also serve students who live in Clearfield, UT.

Syracuse is a thriving city located in Davis County, Utah. It has a population of 33,000 and covers an area of approximately 10 square miles. The city is situated between the Great Salt Lake and the Wasatch Mountains, offering spectacular views of the surrounding landscape.

One of the most prominent features of Syracuse is its family-friendly atmosphere. The city has a strong sense of community, making it an ideal place for families to live and raise children. Syracuse has a thriving economy and a diverse range of industries, including healthcare, education, manufacturing, and retail. Its strategic location, with easy access to major transportation routes, has made it a hub for business and commerce in the region.

The city offers plenty of opportunities for outdoor recreation and is home to several parks which offer a wide range of amenities, including playgrounds, picnic areas, sports fields, and walking trails. Syracuse also hosts community events throughout the year, including the Syracuse Farmers Market, Syracuse Arts Council Concerts in the Park, and the Syracuse City Founders Day Celebration. These events provide opportunities for residents to connect with one another and celebrate the unique character and spirit of the city.

Overall, Syracuse is a wonderful place to live, work, and play. Its strong sense of community, thriving economy, and abundance of recreational opportunities make it an attractive destination for people of all ages and backgrounds.

Student Body

Our school has 904 students currently enrolled in Kindergarten through sixth grade. Most of our students (84%) are Caucasian, with the remaining 16% of students identifying as Hispanic, Asian, African-American, Native American, and Pacific Islanders. Two percent of our students are English Language Learners. Currently, 209 students attending Cook come from families classified as lower socioeconomic status. Students enrolled in special education services make up 14% of the student body. A boundary change has been proposed for the 2023-24 school year which will reduce our projected student body to approximately 700 students.

Staff

Cook Elementary has a large faculty and staff of approximately 97 employees. We have 31 certified classroom teachers in grades K-6 and three special education teachers. Our office manager is supported by two office assistants. We have 57 classified employees. Many of these are Power Hour and TSI teacher assistants. We have a facility manager who works alongside a general custodian and four part-time employees. We have a cafeteria manager supported by three additional kitchen staff members. There are specialists teaching Infini-D Lab, Computer Science and Physical Education. We also have a part-time Gifted and Talented teacher who implements the DEEP Program. Remaining part-time staff members include playground supervisors, a recess coach and a family advocate. A full-time guidance counselor and part-time school psychologist support students' behavior and SEL needs. Because of the proposed boundary change, our full-time equivalent (FTE) will drop to 25 regular education classrooms.

School Culture

Joseph Cook Elementary is dedicated to fostering a school culture that prioritizes growth and development. Our faculty and staff collaborate to establish a safe and positive learning environment where students are encouraged to fully engage in their educational pursuits. We believe that school should be a place where students can not only learn, but also have fun and cultivate a sense of care for one another.

Our school community is composed of families who share our passion for education and play an active role in supporting their children's academic journey. We are proud to report a high percentage of parent participation in biannual SEP Conferences, which underscores our shared commitment to student success.

In addition to parental involvement, we are fortunate to have a supportive and engaged Parent Teacher Association (PTA) that tirelessly works to enhance the student experience. Our PTA volunteers collaborate closely with faculty and staff to identify and prioritize school needs, whether it's funding classroom resources or organizing community events.

At Joseph Cook Elementary, we are committed to creating a positive and enriching environment that serves the needs of all students and their families. We believe that a strong school culture is essential to achieving this goal, and we are dedicated to working collaboratively to promote growth, development, and lifelong learning.

Unique Features & Challenges

Joseph Cook Elementary was originally built in 1979 with only 10 classrooms. Two additions since that time have increased capacity to just over 600 students, but we currently exceed 900 students in grades K-6. Overcrowding at Cook has led to significant challenges. It is difficult to schedule PE classes, invite presenters and performers for assemblies, provide small-group learning interventions and welcome large numbers of guests for special school events like Grandparent Lunches and Book Fairs. As a result of the overpopulation at Cook Elementary, our district is currently undergoing a boundary study. If passed, approximately 200 students would be moved to other nearby schools, decreasing our population to approximately 700. This creates the unique challenge of losing students and staff members, developing school goals, and making plans for the 2023-24 school year while so many things are unknown at the time of this writing.

Despite these challenges we work hard every day to meet students' needs. Special programs at Cook include DEEP (Davis Enhanced Education Programs) classes and various EXCEL enrichment courses such as ballroom dance, school plays or musicals, VEX-IQ Robotics, sixth grade orchestra and our Cougar Choir. We have a before school STEAM club that 4th-6th grade students are invited to attend. Each classroom is equipped with technology designed to facilitate teaching and learning. We have charging carts in every classroom and enough student devices to be one-to-one. Students in Kindergarten through 2nd grades use iPads to access personalized learning programs, while our 3rd-6th grade students have Cloudbooks. They learn Microsoft programs and access their learning through Canvas.

Volunteers with the AmeriCorps program support our struggling readers. This program enlists tutors who read for 30 minutes twice each week with identified students.

Additional Information

We have been identified as a TSI (Targeted Support and Improvement) School by the state of Utah. While working to raise achievement and growth scores for all students in all subgroups, we are very focused on helping three TSI groups exceed expectations: Hispanic, English Language Learners and students receiving Special Education services. We have hired three TSI tutors and an ESL tutor to help these students show success in their learning.

Needs Analysis

Notable Achievements

Students attending Cook Elementary are offered a wide variety of opportunities to share their talents and gain new skills. Some recent notable achievements include:

- Forty 6th grade students participated in our Ballroom Dance EXCEL class. After practicing before school twice each week for three months, our team placed 3rd at their regional competition.
- Twenty 6th grade students participate in weekly Orchestra lessons with Cheryl Ellery. One weekly lesson is held before school and the other is held during school. This program is preparing our students to participate in music classes at the junior high level.
- Sixty-five students in 5th and 6th grades are participating in our school play "Twinderella". While most are on stage, others are behind the scenes working as stage crew and art designers. Performances will be held over three nights. The play is directed by Karilee Gardner, one of our 6th grade teachers. She is supported by Savannah Jarman (6th grade teacher) and Nathan Teasdale (facility manager).
- Hundreds of visitors attended a PTA-sponsored Art Night. Student artwork from every classroom was displayed throughout the school, and arts and crafts were available for families to complete together.
- A STEM Night was held for the first time in many years. Our PTA, Latinos in Action and additional volunteers from the staff and faculty facilitated fun science and engineering activities. Our robotics teams were also in attendance to display their skills and knowledge.
- Our school has supported both competitive and non-competitive robotics teams this year. Students in 3rd-6th grades participated in this after school program run by two of our classroom teachers, Deborah Kroeger and

Thomas Holbrook.

- Students across grade levels entered the Reflections Art Contest this year with projects around the theme "Show Your Voice!". We recognized all 45 participating students at an assembly. Children from Cook represented our school well at the district and region levels of the Reflections Contest.
- Our school-wide spelling bee had 39 participants from 4th-6th grades. Three students advanced to the North End District Spelling Bee, and one of our students advanced to the district-wide spelling bee.

Teachers are also gaining new skills and knowledge. All certified teachers have completed units of LETRS training to better understand the science of reading and how to reach students who struggle in this area. Our 3rd-6th grade teachers have been trained in Ready Math and the iReady personalized learning program. Lower grade teachers have received training in Lexia this year, a personalized learning program that shows great reading growth when implemented with fidelity. Many of our classes are showing very positive growth in these personalized learning programs.

Areas of Recent Improvement

Cook Elementary strives to continuously improve in order to meet the needs of our students and prioritize learning. Some recent improvements include:

- Our Hispanic subgroup previously identified for Targeted Support and Improvement (TSI) did progress in 2022. If this subgroup continues to progress, they should exit TSI status at the end of the current school year.
- Three TSI tutors have been hired to provide interventions and support for students in the ELL, Hispanic and SWD subgroups.
- Each grade level has implemented a Power Hour structure where teachers and teacher assistants strategically group students to provide interventions in math and reading. During this time, struggling students have their needs met in individual and small group settings and those who are thriving and need extension have opportunities to work on above level content.
- We have streamlined our school-wide behavior management and incentive programs this year. Students earn Blue Star tickets in the classroom for positive choices in behavior or showing progress in learning. Each classroom teacher has a system for providing incentives and rewards for these tickets before they are collected by grade level. Each week, 35 tickets are drawn from the collected blue star tickets and those names are added to the Award Board. Students on the Award Board are recognized when a completed row or column is announced. This ongoing program has been a more timely incentive program than past efforts. Finally, at the end of each month the grade level earning the most blue star tickets earns a special privilege and incentive.
- Teachers are improving their instruction in literacy and language arts as a direct result of LETRS training.
- We have more continuity of mathematics instruction this year due to the implementation of Ready Math in 3rd-6th grades.

Areas of Needed Improvement

Joseph Cook Elementary has been identified as a Targeted Support and Improvement (TSI) School.

- In 2018, the English Language Learners (ELL) subgroup was identified for TSI. The ELL subgroup did not progress in 2019 or 2022. We must show progress in both 2023 and 2024 for this subgroup to exit TSI status.
- In 2018, the Hispanic subgroup was identified for TSI. This group did show progress 2022. We must show progress again in 2023 for this subgroup to exit TSI status.
- In 2019, another subgroup was identified for TSI: Students with Disabilities. This subgroup did not progress sufficiently in 2022, and therefore must show progress in both 2023 and 2024 to exit TSI.

Prior Year Status Report

Report progress on PRIOR YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
All students at Cook Elementary will demonstrate 85% mastery representing mathematical proficiency on grade level material by end of year.	Did not meet goal	<p>Approximately 51.6% of our K-3 students ended the school year at or above benchmark as measured by Acadience Math.</p> <p>Approximately 48% of students in grades 3-6 showed proficiency on RISE Mathematics. This was a slight increase over the prior year but still not enough to meet the goal.</p> <p>Our current School Community Council is focusing on goals that are measurable and meaningful.</p>
Students at Cook Elementary will demonstrate grade level proficiency through the following measures: all K-3 students will achieve a composite score that represents above typical or well above typical growth on Acadience benchmarks. All 4-6 th students will reach grade level scores on the Reading Inventory (RI) test by EOY.	Did not meet goal	<p>At the end of the school year, only 49% of our students in grades K-6 demonstrated "above typical" or "well above typical" progress. When those making "typical" growth are included, about 67% of students showed growth according to Pathways to Progress reports.</p> <p>Our current School Community Council is focused on creating new goals that are measurable and meaningful.</p>
Improve student and staff relationship to improve school climate and build a sense of community and safety by implementing Social Emotional Learning (SEL) strategies as measured by SEL walkthrough Tool and Davis School District (DSD) school climate surveys.	Met goal	<p>As measured by staff climate survey results, approximately 86% of staff members agree with this statement: "Members of our school staff create a safe and welcoming environment for each student."</p> <p>As measured by student climate survey results, approximately 77% of children in grades 3-6 agree or strongly agree with this statement: "At my school I feel included and feel like I belong."</p> <p>Both of these represent an increase over the prior year on comparable survey items.</p>

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

	Progress	
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Goal description	toward goal	Comments
Students at Cook Elementary will demonstrate grade level proficiency through the following measures: 80% of K-3 students will achieve a composite score that represents above typical or well above typical growth on Acadience benchmarks. Eighty percent of 4-6 th students will reach grade level scores on the Reading Inventory (RI) test by EOY.	Not progressing according to plan	<p>We are unlikely to meet the goal of 80% of K-3 students achieving “above typical” or “well above typical” growth on EOY Pathways to Progress reports. We also do not use the Reading Inventory any more as a reliable way to measure growth in reading.</p> <p>We have been successful in implementation of the following steps in our Action Plan:</p> <ul style="list-style-type: none"> • Two teacher assistants have been allocated per classroom teacher to implement a Power Hour structure that provides interventions for students struggling in reading and English Language Arts. • Three TSI tutors have been hired to support students in these three subgroups: ELL, Hispanic and SWD. • Teacher assistants have received training in Acadience benchmarks and progress monitoring. • Teachers have completed training in the Science of Reading through the completion of LETRS Units. • We have continued to support the AmeriCorps program and allocated our share of the salary for the coordinator. Kira Gudgell has recruited additional tutors and provided training and supplies for them to read with students. • We have implemented the Move This World program. • We received training on the Pathways to Progress Reporting Systems with Megan Shaver from the Research and Assessment Department. <p>We have not been successful in implementation of the following steps of our Action Plan:</p> <ul style="list-style-type: none"> • We have not fully implemented ongoing PLC meetings this year but will embed this in our 2023-24 goals. • We did not have a Kindergarten Jumpstart Program last summer, but focused on summer school opportunities for other grade levels instead.
All students at Cook Elementary will demonstrate 85% mastery representing	Not progressing	We are unlikely to meet the goal of 85% of students achieving mathematical proficiency on

mathematical proficiency on grade level material by end of year.

according to plan

grade level material by end of year.

Our upper grade classes chose to adopt Ready Math curriculum in order to streamline mathematical learning across grade levels. Because we purchased teacher and student materials for this program, we received licenses for the iReady Personalized Learning Program for grades 3-6. We believe these efforts will help increase our RISE scores at the end of the year, but it is unrealistic at this point to expect 85% mastery.

We have been successful in implementation of the following steps in our Action Plan:

- Two teacher assistants have been allocated per classroom teacher to implement a Power Hour structure that provides interventions for students struggling in mathematics.
- Kelly Stones has been allocated additional hours to support additional students who qualify for DEEP classes
- Kathy Jones has been hired to provide additional support for our DEEP programs
- Additional materials to support our robotics and DEEP programs have been purchased
- ST Math was used in grades K-2 for personalized learning.
- We have implemented the Move This World program.

We have not been successful in implementation of the following steps of our Action Plan:

- We did not hire a STEM TA due to lack of space at Cook Elementary.
- We have not fully implemented ongoing PLC meetings this year but will embed this in our 2023-24 goals.
- We did not have a Kindergarten Jumpstart Program last summer, but focused on summer school opportunities for other grade levels instead.
- We have not held a before school math lab this year because there is not space to do so and we did not have a supervisor.

Improve student and staff relationship to improve school climate and build a sense of

Progressing according

We are on track to meet this Social Emotional Learning goal to improve student and staff

community and safety by implementing Social Emotional Learning (SEL) strategies as measured by SEL walkthrough Tool and Davis School District (DSD) school climate surveys.

to plan

relationships.

We have been successful in implementation of these sections of the action plan:

- Most teachers are implementing Move This Work in weekly lessons
- Administration is focused on integration of Restorative Practices when dealing with disciplinary issues
- We have maintained an SEL Team that is meeting 1-2 times per month
- We have worked to strengthen the ROARS School-wide Behavior Plan
- We have hired a structured recess supervisor

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 16,393.47
B - Allocated new funds for Current Year SY22-23	\$ 106,954.31
C - Total Budget for Current Year SY22-23	\$ 123,347.78
D - Projected spending during Current Year SY22-23	\$ 119,779.78
E - Expected carryover from Current Year SY22-23	\$ 3,568.00
F - Projected new funding for Next Year SY23-24	\$ 103,070.90
G - Total projected funding for Next Year SY23-24	\$ 106,638.90

Goals and Planned Actions / Resources

Goal Short Title	Reading Growth and Proficiency
Goal Statement	<p>READING GROWTH AND PROFICIENCY GOAL:</p> <ul style="list-style-type: none">• A minimum of 68% of Kindergarten-6th grade students at Cook Elementary will achieve “typical”, “above typical” or “well above typical” progress on End-of-Year Acadience benchmarks

- No grade level will have a percentage lower than 60% of students showing typical or higher growth
- Students in grades 3-6 will exceed the district average for proficiency in English Language Arts on RISE summative assessments
- Students in grades 4-6 will exceed the district average for growth in English Language Arts on RISE summative assessments
- Students from our three identified TSI subgroups will make sufficient progress to exit TSI status within two years

TSI SCHOOL

QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?

Measures

This is a critical need at Cook Elementary because we have seen a decline in the number of students achieving typical growth or higher in reading over that past three school years. Also, our students are capable of outperforming peers across the district for both proficiency and growth in English Language Arts, but we have failed to accomplish this during the past three school years.

Success toward this goal will be measured using Pathways to Progress reports available after End-of-Year Acadience benchmarking is completed for grades K-6, as well as summative RISE test scores, Utah's School Report Card, and the "Similar Schools Report" available on Utah's Data Gateway website. The PowerBI Tool provided by Davis School District's Research and Assessment Department also provides critical data our school team will review in PLCs and Data Dives.

Action Plan (please number steps)

1. Acadience benchmarks will be administered three times per year.
2. Data dives will be completed with the Literacy Coach and Grade Level Teams following each benchmarking period.
3. The data will help drive student interventions and small groups.
4. Training will be provided for an intervention system called SIPPS for grades 2-6.
5. Training will be provided for an intervention system call Sound Partners for grade 1.
6. Teacher assistants will be hired to provide intervention support and allow teachers to work with smaller groups. (LAND TRUST FUNDS)
7. Personalized learning programs will be utilized to meet students' individual needs and either help fill gaps or provide advanced curriculum. Additional licenses not provided by state grants will be purchased with TSSA FUNDS.
8. Students from our TSI subgroups will receive extra support from a teacher assistant to gain new skills in vocabulary, reading and writing. (LAND TRUST FUNDS)

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

#TSISubGroups|#CollegeCareerReady|

District Strategic Plan Area(s)

Student Growth & Achievement|

<i>If you selected 'School Identified Area', please describe</i>													
<i>Academic area(s) addressed by the goal</i>	Reading												
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No												
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Yes Goal LAND Trust Expense Total - \$55,508.00												
	<table border="1"> <thead> <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> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#6 - Four SIPPS Teacher Assistants</td> <td>\$ 44,122.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#8 - One TSI Teacher Assistant</td> <td>\$ 11,386.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#6 - Four SIPPS Teacher Assistants	\$ 44,122.00	LAND Trust Academic	Salaries & Benefits	#8 - One TSI Teacher Assistant	\$ 11,386.00
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LAND Trust Academic	Salaries & Benefits	#8 - One TSI Teacher Assistant	\$ 11,386.00										
<i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i>													

<i>Goal Short Title</i>	Mathematics Growth and Proficiency
<i>Goal Statement</i>	MATHEMATICS GROWTH AND PROFICIENCY GOAL: <ul style="list-style-type: none"> • A minimum of 62% of Kindergarten-2nd grade students will earn scores “at benchmark” or “above benchmark” on EOY Acadience Math Benchmarks. • Students in grades 3-6 will exceed district averages for proficiency in mathematics. • Students in grades 4-6 will exceed district averages for growth in mathematics on RISE summative assessments. • Students from our three identified TSI subgroups will make sufficient progress to exit TSI status within two years.

<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	<p>This is a critical need at Cook Elementary because we have seen a decline in the number of students achieving at benchmark or above benchmark scores on EOY Acadience testing over the past two school years. Also, our students are capable of outperforming peers across the district for both proficiency and growth in mathematics, but we have failed to accomplish this during the past three school years.</p> <p>Success toward this goal will be measured by Acadience Math EOY benchmark data, summative RISE test scores, Utah's School Report Card and the "Similar Schools Report" available on Utah's Data Gateway website. The PowerBI Tool provided by Davis School District's Research and Assessment Department also provides critical data our school team will review in PLCs and Data Dives.</p>
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Additional training will be provided for teachers to understand best practices in using their math curriculum. If a new math curriculum is adopted at the district level, teachers will receive this training directly from the Teaching and Learning Department. Current math curriculum includes Investigations Math, Advantage Math and Ready Math. 2. Teacher assistants will be hired to provide interventions in small group or individual sessions. (LAND TRUST FUNDS) 3. We will request licenses from the STEM Action Center Grant for personalized learning programs such as ST Math for grades K-2 and iReady Math for grades 3-6. Additional licenses beyond what we receive from the state will need to be funded by TSSA money. 4. Additional hours will be funded for our DEEP specialist to promote STEAM opportunities to more students. (LAND TRUST FUNDS)
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #TSISubGroups #CollegeCareerReady
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement
<i>If you selected 'School Identified Area', please describe</i>	
<i>Academic area(s) addressed by the goal</i>	Mathematics
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	
<i>Will LANDTrust funds be</i>	Yes

used to support the implementation of this goal?

Goal LAND Trust Expense Total - \$40,817.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#2 - Four Teacher Assistants	\$ 38,804.00
LAND Trust Academic	Salaries & Benefits	#4 - Additional hours for DEEP Specialist	\$ 2,013.00

If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.

Goal Short Title

Science Growth and Proficiency

Goal Statement

SCIENCE GROWTH AND PROFICIENCY:

- Students in grades 4-6 will exceed district averages for proficiency in science on RISE summative assessments.
- Students in grades 5-6 will exceed district averages for growth in science on RISE summative assessments.
- All classes K-6 will engage in a Mystery Science lesson at least one time per month.
- Students from our three identified TSI subgroups will make sufficient progress to exit TSI status within two years.

TSI SCHOOL

QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?

Measures

This is a most critical need at Cook Elementary because our students are capable of outperforming peers across the district for both proficiency and growth in science, but over the most recent three years we have failed to accomplish this for both areas.

Success toward this goal will be measured by reviewing both benchmark and summative RISE science benchmark data, common formative assessment data, Utah's School Report Card and the "Similar Schools Report" available on the Data Gateway website. The PowerBI Tool provided by Davis School District's Research and Assessment Department also provides critical data our school team will review in PLCs and Data Dives.

<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> Teachers will receive training in Utah SEED Standards and implementing best practices in science instruction. Additional hours will be funded for our DEEP specialists to provide STEAM opportunities for students. Funding will be provided to upgrade our robotics equipment, support additional robotics teams and compensate those who supervise our robotics program. (LAND TRUST FUNDS) A site license for the Mystery Science will be purchased. (LAND TRUST FUNDS) Updated supplies and technology will be purchased to support science learning at Cook Elementary. Our Infini-D Lab specialist will continue to provide STEM learning opportunities across all grades 1-6. (LAND TRUST FUNDS) 																			
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#TSISubGroups #Tech #CollegeCareerReady </p>																			
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement </p>																			
<p><i>If you selected 'School Identified Area', please describe</i></p>																				
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Science </p>																			
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>																				
<p><i>Will LANDTrust funds be used to support the implementation of this goal?</i></p>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$6,300.00</p> <table border="1"> <thead> <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> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Online Curriculum or Subscriptions</td> <td>#6 - Infini-D Lab site license</td> <td>\$ 4,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Online Curriculum or Subscriptions</td> <td>#4 - Mystery Science site license</td> <td>\$ 800.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>General Supplies, Other</td> <td>#3 - Robotics equipment and other supplies needed to support our robotics programs</td> <td>\$ 1,500.00</td> </tr> </tbody> </table>				<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Online Curriculum or Subscriptions	#6 - Infini-D Lab site license	\$ 4,000.00	LAND Trust Academic	Online Curriculum or Subscriptions	#4 - Mystery Science site license	\$ 800.00	LAND Trust Academic	General Supplies, Other	#3 - Robotics equipment and other supplies needed to support our robotics programs	\$ 1,500.00
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LAND Trust Academic	General Supplies, Other	#3 - Robotics equipment and other supplies needed to support our robotics programs	\$ 1,500.00																	

If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Mathematics Growth and Proficiency	LAND Trust Academic	Salaries & Benefits	#2 - Four Teacher Assistants	\$38,804.00
Mathematics Growth and Proficiency	LAND Trust Academic	Salaries & Benefits	#4 - Additional hours for DEEP Specialist	\$2,013.00
Reading Growth and Proficiency	LAND Trust Academic	Salaries & Benefits	#6 - Four SIPPS Teacher Assistants	\$44,122.00
Reading Growth and Proficiency	LAND Trust Academic	Salaries & Benefits	#8 - One TSI Teacher Assistant	\$11,386.00
Science Growth and Proficiency	LAND Trust Academic	Online Curriculum or Subscriptions	#6 - Infini-D Lab site license	\$4,000.00
Science Growth and Proficiency	LAND Trust Academic	Online Curriculum or Subscriptions	#4 - Mystery Science site license	\$800.00
Science Growth and Proficiency	LAND Trust Academic	General Supplies, Other	#3 - Robotics equipment and other supplies needed to support our robotics programs	\$1,500.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 103,070.90
G - Total projected funding for Next Year SY23-24	\$ 106,638.90
H - Total planned expenditures for Next Year	\$ 102,625.00

SY23-24	
I - Planned carryover into the Following Year SY25-26	\$ 4,013.90
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Additional funds would be used to hire additional teacher assistants, update technology, provide substitutes or stipends for additional professional training, and provide additional support to our most vulnerable students.
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.	

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/28/2023
Number who approved	10
Number who did not approve	0
Number who were absent or abstained	0