



Teacher Student Success Plan LAND Trust Goals only

Layton Elementary - SY 2024

Principal Melissa Pendergast

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

At Layton Elementary we facilitate the growth of students, staff, and our community and provide a kind, inclusive, safe environment with high expectations for everyone.

Description of the School

Community

Layton Elementary is located at 369 West Gentile Street, Layton, Utah 84041. The school is located in an area comprised of single family and multi homes, trailer homes, and commercial properties. Most of our students are within walking distance of the school and few students ride the bus.

Student Body

Layton Elementary serves approximately 580 students from preschool age to grade six. Our student population consists of approximately 72% Caucasian, 21% Hispanic, 4% Multiple Races, and two percent Black, Native American, Asian, and Pacific Islander. Thirty-eight percent of our student population is economically disadvantaged, 20% are receiving special education services, and nine percent are multilingual.

Staff

Layton Elementary has 80 employees, including a full-time Administrative Intern, a School Counselor, two preschool staff, and two related servers. We also share a literacy coach, a school technology specialist, an orchestra teacher, and a nurse. All staff members, working with children, are highly qualified.

School Culture

Layton Elementary serves a wide spectrum of ethnicities and socio-economic statuses. Due to our diverse needs, we prioritize differentiated practices and try to meet the needs of all students, both academically and socially. At Layton Elementary, we create student and teacher leaders who guide our cultural and academic teams. Student Council and our Jr. Hope Squad students are involved in making decisions and planning school activities. Students and faculty participate in the Ron Clark Academy (RCA) House System and are sorted into houses: Isibindi (Courage), Altruismo (Givers), Reveur (Dreamers), and Amistad (Friendship). The house system is a way to build community and friendly competition across grade levels and among staff. Our school is governed by a list of student-created goals for behavior, The Skyhawk 6. They are posted in classrooms and common areas and are reviewed regularly. We are kind to everyone. We are respectful and polite. We are inclusive. We congratulate others who do well. We learn from our mistakes. We are upstanders.

Unique Features & Challenges

The Layton Elementary school community is comprised of students and families with a variety of needs. We have a full-time Administrative Intern and a full-time School Counselor and a part-time Family Support Worker to better support the needs of our students and their families. Layton Elementary benefits from additional resources that provide an enriching learning environment. Our school hosts a Head Start and a Title 1 preschool program, two Full Day Kindergarten sessions, and Davis Enhanced Education Program (DEEP) classes.

Additional Information

Layton Elementary's students have opportunities to build community, explore their interests, and shine in both the humanities and STEM areas. Each year the Parent Teacher Association sponsors a School Musical in the fall and we host a Winter Choir. All Layton students have the opportunity to improve their coding skills during computer science class. This year our students immerse themselves in creativity, collaboration, communication, and critical thinking in our STEM Lab. Our 5th grade students participate in a STEM partnership with Hill AFB entitled "STARBASE" in which students travel to Hill Air Force Base and participate in the study of math, science, and engineering concepts combined with hands on projects and learning activities. Layton Elementary continues to provide enrichment activities before, during, and after school, including but not limited to, The Amazing Shake, National Archery in Schools Program, Geo Bee, Reflections, Spelling Bee, Math/Science Olympiad, Pokémon Club, and the Martin Luther King Jr. Speech Contest.

Needs Analysis

Notable Achievements

All teachers and paraprofessionals are Highly Qualified. Educators participate in weekly PLC's with a focus on instruction and student support. Students and staff participate in Morning Meetings daily. SPIRE Tutors provide tiered reading interventions. Layton uses Comprehensive Math Instruction (CMI) mathematics instruction methodology. We have a Spanish-speaking Liaison in the office. Student Council and Jr. Hope Squad provide opportunities for student leadership. K-6th grade students have access to one to one technology. Each day, phone calls are made to parents to recognize student achievement. Ron Clark Academy House lunches and house meetings are held each month. Grade level Lunch with the Principals is hosted each month. Layton offers extracurricular activities, like a PTA sponsored school musical, Pokémon Club, martial arts classes, and a Winter Choir.

Areas of Recent Improvement

According to 2022-2023 Acadience reading assessment data, our Kindergarten proficiency increased from 72% Beginning of Year (BOY) to 87% at the Middle of Year (MOY). Kindergarten students who participate in special education services have increased proficiency from zero percent BOY to 67% MOY in their Acadience reading assessment. Layton Elementary educators have participated in Science of Reading Training, in weekly PLCs with a focus on effective meeting strategies, teacher clarity, and student interventions and growth. This year students are supported in reading and math by an increased number of teacher assistants in the classrooms. Teachers continue to implement school-wide morning meetings which focus on social and emotional learning.

Areas of Needed Improvement

As we examine RISE and Acadience assessment data, our focus will be on achievement and growth in Language Arts, Mathematics, and Science. With Layton's Mission and Vision in mind, our teachers will continue to improve the quality, focus, and purpose of PLCs, specific learning objectives, and engaging instruction. Administration and academic coaches will play an active role in supporting purposeful instruction and increased student learning. Layton has been deemed a Targeted Support and Improvement school. We are currently collaborating with Utah State Board of Education and educational vendor, EdDirections, to improve Tier 1 instruction and improve Multilingual Student learning outcomes.

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')
Layton Elementary School will intentionally create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and	Did not meet goal	Layton Elementary School continue to hold morning meetings, house meetings, community involvement activities, and staff and student celebrations. Students and staff are recognized for

respected. We will improve student and staff relationships, enrich school climate, and build community, thus supporting learners and increasing academic proficiency as outlined in goal 1: Increasing growth from 57% to 62% in Acadience Pathways to Progress; 2: Targeted growth for ELL learners from 38% to 41% in Acadience Pathways to Progress.		notable achievements. The school counselor aligns instruction to school goals. Based on overall Climate Survey (staff, parent, and student) data show positive results. School Improvement Plan Goal one, to Increase growth from 57% to 62% in Acadience Pathways to Progress, was not met. Goal two, to increase growth for ELL learners from 38% to 41% in Acadience Pathways to Progress, was met.
Layton Elementary will increase the percentage of K-3 students making typical or better growth on the Acadience Pathways-to-Progress middle-of-year (MOY) composite score benchmark from 57% in 2020-2021 to 62% in 2021-2022.	Did not meet goal	Goal was not met, however there was a three percent growth in K-3 Beginning of Year to Middle of Year Pathways to Progress score. K-3 students making typical or better growth on the Acadience Pathways to-Progress middle-of-year (MOY) score went from 57% in 2020-2021 to 60% in 2021-2022
Layton Elementary will increase the percentage of our English Language Learner students making typical or better growth on the Acadience Pathways-to-Progress middle-of-year composite score benchmark from 38% in 2020-2021 to 41% in 2021-2022.	Met goal	Goal was met. ELL students making typical or better growth on the Acadience Pathways-to-Progress middle-of-year (MOY) score went from 38% in 2020-2021 to 51% in 2021-2022.
Students will learn to problem solve, collaborate, and use critical thinking strategies during interactive and task-based STEM learning opportunities.	Met goal	Students engage in STEM activities, InfiniD Lab experiences, coding instruction, and adaptive math software. Prior to the addition of a dedicated STEM Lab and Lab Specialist, students were receiving minimal in-class STEM experiences. Students now receive intentional STEM experiences in the STEM Lab and the InfiniD Lab each month. Students, parents, and staff have shared positive feedback of the changes that have been implemented.

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Layton Elementary will increase the percentage of K-3 students making typical or better growth on the Acadience Pathways-to-Progress middle-of-year (MOY) composite score benchmark from 60% in 2021-2022 to 64% in 2022-2023.	Not progressing according to plan	Action Plan is in progress as outlined, however Middle of Year Acadience data indicates that goal was not met.
Layton Elementary will increase the percentage of our K-3 Multilingual Learners (ML) making typical or better growth on the Acadience Pathways-to-Progress middle-of-year composite score benchmark from 36% in 2021-2022 to 41% in 2022-2023.	Progressing according to plan	Action Plan is in progress as outlined, and Middle of Year Acadience data indicates that goal will be met.
STEM Student Survey data will show an increase of 20% in student use of creativity, communication, collaboration, and critical thinking strategies by the beginning of year to end of the 2022-2023 school year.	Progressing according to plan	Action plan is in progress as outlined and goal is progressing as planned.

Layton Elementary School will intentionally create and maintain an environment in which students’ diverse backgrounds, identities, strengths, and challenges are acknowledged and respected. We will improve student and staff relationships, enrich school climate, and build community, thus supporting learners and increasing academic proficiency as outlined in goal 1: Increasing K-3 student growth from 60% to 64% in Acadience Pathways to Progress; 2: Increasing K-3 ML student growth from 36% to 41% in Acadience Pathways to Progress.

Not progressing according to plan

Action Plan is in progress as outlined, however Middle of Year (MOY) Acadience data indicates that goal was not. This determination is based on ELA MOY Pathways to Progress data.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 28,965.77
B - Allocated new funds for Current Year SY22-23	\$ 69,650.73
C - Total Budget for Current Year SY22-23	\$ 98,616.50
D - Projected spending during Current Year SY22-23	\$ 40,000.00
E - Expected carryover from Current Year SY22-23	\$ 58,616.50
F - Projected new funding for Next Year SY23-24	\$ 74,685.75
G - Total projected funding for Next Year SY23-24	\$ 133,302.25

Goals and Planned Actions / Resources

Goal Short Title	Literacy Goal
Goal Statement	Layton Elementary will increase the percentage of K-3 students making typical or better growth on the Acadience Pathways-to-Progress middle-of-year (MOY) composite score benchmark from 56% in 2022-2023 to 61% in 2023-2024.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	<ul style="list-style-type: none">Teachers will use mCLASS data to review Acadience BOY benchmarks and MOY benchmarks to monitor student proficiency and growth.Teachers and Aides will progress monitor students and provide Tier I and Tier II instruction.Teachers and Aides will track students' pathways to progress data.SPIRE Tutors and Kindergarten Aides will provide Tier III interventions for students who have been identified as needing additional supports.
Action Plan (please number steps)	<ol style="list-style-type: none">The school will use mCLASS data to review Acadience BOY benchmarks and MOY benchmarks.Teachers and Aides will progress monitor students and provide Tier I and Tier II instruction based on student data. (LAND TRUST FUNDS)Teachers and Aides will track students' pathways to progress data and monitor growth. (LAND TRUST FUNDS)Tutors will provide Tier III interventions for students who have been identified as needing additional supports through the SPIRE intervention program. (LAND TRUST FUNDS)The school will hold grade level team meetings and provide substitutes for teachers. Teachers will plan

instruction to assist individual students based on data and their literacy needs. (LAND TRUST FUNDS)

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

#PD|#Tech|#PCBL|#GraduationRates|#CollegeCareerReady|

District Strategic Plan Area(s)

Student Growth & Achievement|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Reading|Writing|Mathematics|Fine Arts|Health|Science|Social Studies|Technology|World Languages|

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 - \$116,000.00

Funding Source	Expense Category	Description	Item Cost
LAND Trust Academic	Salaries & Benefits	#4 SPIRE Tutors	\$ 59,000.00
LAND Trust Academic	Salaries & Benefits	#2 Progress Monitoring Aide	\$ 5,000.00
LAND Trust Academic	Salaries & Benefits	#2 Instructional Support/Teacher Aides	\$ 50,000.00
LAND Trust Academic	Salaries & Benefits	#5 Substitute Teachers	\$ 2,000.00

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

Goal Short Title

Special Education Literacy Goal

Goal Statement

Layton Elementary will increase the percentage of our K-6 students receiving special education services making typical or better growth on the Acadience Pathways-to-Progress middle-of-year composite score benchmark from 54% in 2022-2023 to 58% in 2023-2024.

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

Measures

- Teachers will use mCLASS data to review Acadience BOY benchmarks and MOY benchmarks to monitor student proficiency and growth.
- Teachers will provide Tier I and Tier II instruction based on student Acadience benchmark and progress monitoring data.

	<ul style="list-style-type: none"> • Special Education and General Education Teachers will track the students Pathways to Progress. • Special Education Teachers will progress monitor students who need additional supports. • Special Education Teachers and Aides will provide Tier three interventions for students who have been identified as needing additional supports. 								
Action Plan (please number steps)	<ol style="list-style-type: none"> 1. The school will use the mCLASS - Acadience BOY benchmarks and MOY benchmarks. 2. Teachers will progress monitor students who need additional supports. 3. Teachers will track the students' pathways to progress. 4. Teachers and tutors will provide targeted Tier III interventions for students who have been identified as needing additional supports. (LAND TRUST FUNDS) 5. The school will hold data team meetings and provide substitutes for teachers. Based on data, teachers will plan instruction to assist individual students in their literacy needs. (LAND TRUST FUNDS) 								
This goal can be categorized as... (choose all that apply)	#PD #TSISubGroups #DiversityEngagementInclusion #PCBL #TeacherLeaders #GraduationRates #CollegeCareerReady #Tech								
District Strategic Plan Area(s)	Student Growth & Achievement								
If you selected 'School Identified Area', please describe									
Academic area(s) addressed by the goal	Reading Writing Mathematics Science Social Studies Technology								
Does this action plan include behavioral / character education / leadership efforts?	No								
Will LANDTrust funds be used to support the implementation of this goal?	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$6,200.00</p> <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>Salaries & Benefits</td> <td>#4 Special Education Aide</td> <td>\$ 6,200.00</td> </tr> </tbody> </table>	Funding Source	Expense Category	Description	Item Cost	LAND Trust Academic	Salaries & Benefits	#4 Special Education Aide	\$ 6,200.00
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If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.									

Goal Short Title	ML (Multilingual Learners) Literacy Goal										
Goal Statement	Layton Elementary will increase the percentage of our K-6 Multilingual Learners (ML) making typical or better growth on the Acadience Pathways-to-Progress middle-of-year composite score benchmark from 51% in 2022-2023 to 55% in 2023-2024.										
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?											
Measures	<ul style="list-style-type: none">Teachers will use mCLASS data to review Acadience BOY benchmarks and MOY benchmarks to monitor Multilingual (ML) student proficiency and growth.Teachers and Aides will progress monitor ML students and provide Tier I and Tier II instruction.Teachers and Aides will track ML students' pathways to progress data.SPIRE Tutors and ESL Aides will provide Tier III interventions for ML students who have been identified as needing additional support.										
Action Plan (please number steps)	<ol style="list-style-type: none">The school will use the mCLASS - Acadience BOY benchmarks and MOY benchmarks.Teachers and ML Aides will progress monitor ML students who need additional supports. (LAND TRUST FUNDS)Teachers will track ML students' pathways to progress.Teachers and tutors will provide targeted Tier III interventions for ML students who have been identified as needing additional supports. (LAND TRUST FUNDS)The school will hold data team meetings and provide substitutes for teachers. Based on data, teachers will plan instruction to assist individual students in their literacy needs. (LAND TRUST FUNDS)										
This goal can be categorized as... (choose all that apply)	#TSISubGroups #DiversityEngagementInclusion #GraduationRates #CollegeCareerReady										
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 Writing Mathematics Fine Arts Science Social Studies Technology World Languages Health										
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 - \$5,000.00 <table><tr><th>Funding Source</th><th>Expense Category</th><th>Description</th><th>Item Cost</th></tr><tr><td>LAND Trust Academic</td><td>Salaries & Benefits</td><td>#2 ML Instructional Aide</td><td>\$ 5,000.00</td></tr></table>			Funding Source	Expense Category	Description	Item Cost	LAND Trust Academic	Salaries & Benefits	#2 ML Instructional Aide	\$ 5,000.00
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LAND Trust Academic	Salaries & Benefits	#2 ML Instructional Aide	\$ 5,000.00								
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
Literacy Goal	LAND Trust Academic	Salaries & Benefits	#4 SPIRE Tutors	\$59,000.00
Literacy Goal	LAND Trust Academic	Salaries & Benefits	#2 Progress Monitoring Aide	\$5,000.00
Literacy Goal	LAND Trust Academic	Salaries & Benefits	#2 Instructional Support/Teacher Aides	\$50,000.00
Literacy Goal	LAND Trust Academic	Salaries & Benefits	#5 Substitute Teachers	\$2,000.00
ML (Multilingual Learners) Literacy Goal	LAND Trust Academic	Salaries & Benefits	#2 ML Instructional Aide	\$5,000.00
Special Education Literacty Goal	LAND Trust Academic	Salaries & Benefits	#4 Special Education Aide	\$6,200.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 74,685.75
G - Total projected funding for Next Year SY23-24	\$ 133,302.25
H - Total planned expenditures for Next Year SY23-24	\$ 127,200.00
I - Planned carryover into the Following Year SY25-26	\$ 6,102.25
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any excess funds will be used to support school improvement goals.
Plan for sharing the school LANDTrust plan with the community	School website School newsletter
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:

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?

2a. Other school reformsto be implemented

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

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?

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?

4. Professional Development Plan

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

SIPPS|Spire|MTSS|PBIS|Heggerty

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?

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?

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.

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

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/03/2023
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	0