



Teacher Student Success Plan LAND Trust Goals only

South Clearfield Elementary - SY 2024

Principal Brooke Paras

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 South Clearfield Elementary is to promote the mission of learning first while providing a safe and nurturing environment where children can learn and grow. To accomplish our purpose, we have created a school culture of continuous improvement in learning and teaching through (1) shared vision, value, and beliefs; (2) supportive structural conditions; (3) unwavering focus on student learning; (4) collaborative teaming; (5) focus on results through data-based assessment and instruction; (6) instructional agility.

Description of the School

Community

South Clearfield is located in a suburban area that is surrounded by residential, commercial, and industrial areas as well as Hill Air Force Base.

Student Body

Our student body reflects a diverse population and is composed of 58% Caucasian, about 29% Hispanic/Latino, four percent Multiple Races, one percent Native American, two percent Asian, four percent African American, and 3three percent Pacific Islander. Our projected enrollment for 2023/2024 is growing. We are currently at 670 students. From October 1, 2022, to October 1, 2023, we added 281 new students to South Clearfield.

Staff

South Clearfield Elementary has over 108 highly qualified faculty and staff. 26 Certified Teachers, including four Special Education Teachers, eight Essential Elements Assistants, five Office Staff, two General Education Special Education Assistant, seven Teacher Assistants as part of being an Academy School, 10 K-6 Tutors, one Optional Extended

Kindergarten (OEK) Kindergarten Tutor, one English Language Learner (ELL) interventionist, two Head Start Teachers, one Counselor, one Psychologist, one Technology Integration Coach, two Speech Language Pathologists, one English Language Arts Coordinator, one Math Coach, one Librarian, one Science Technology Engineering Arts and Math (STEAM), one Schoolwide Enrichment Model (SEM) Teacher, one Art/Music Teacher, one Physical Education Teacher, one After School Director, four After School Assistants, one Therapist through the Davis School District, two AmeriCorps Mentors, one Family Service Worker (Social Worker), 80 Latinos in Action (LIAs), 17 Big Brothers / Big Sisters from Big Brother Big Sisters of Salt Lake

School Culture

South Clearfield Elementary has a culture of academic, social, emotional, and physical excellence. South Clearfield Elementary has a master schedule to ensure that every moment of the instructional day is optimized. There is an unwavering focus on student learning with high expectations and high student engagement in every classroom. Our educators focus on results, using summative and formative data, along with reflective dialogue. Teachers work to develop common assessment to assess student progress and allow for flexible grouping across grade levels. Faculty and Staff are devoted and committed to helping every child find success through meaningful learning experiences and activities. Teachers have a shared vision regarding the safety and progress of every child and work collaboratively to ensure the well-being and development of all children. Support staff are committed to providing a safe and welcoming environment. We are committed to technology being purposefully used within each classroom. We are among a few schools who are leaders in the Davis School District for personalized learning. This is the combination of an excellent teacher and technology that is used to enhance and provide deeper level content acquisition for students. Technology integration is such that each student is provided with a one-to-one device. Over the past two years we refreshed all one-to-one computers for our students. We have one-to-one iPads in Pre-K through Second Grade, while in Third through Sixth grade all students have a laptop. We are continuing to assess technology needs, and address them to ensure that students have the tools needed to be successful. We pride ourselves on having well-functioning Professional Learning Communities that are focused on student success through common assessments, planning, and data driven instruction. South Clearfield Elementary students can attend before/after school programs and clubs which support student learning. These programs allow students to work on their homework under the direction of two certified teachers. They also get involved in many civic activities that allow our students to serve others in our community. Additionally, our clubs provide our students with extra-curricular activities that they would not have otherwise had access. We have a very dedicated Parent Teacher Association (PTA) and Community Council. South Clearfield Elementary is a Title 1 school which allows us to reduce class sizes and provide additional academic support for our students. The above-mentioned resources help us to best serve all students, ensuring they are academically, socially, emotionally, and civically successful. This is especially the case when considering that our school has a higher ratio of lower income student households (free and reduced lunch rates) than other schools in our county. South Clearfield Elementary has a culturally diverse student population. When outstanding instruction is complemented by a culturally rich and diverse student population and community, the positive experiences that students can have is second to no other school. Our strength as a school is most certainly found in the diversity of our student body and parent community.

Unique Features & Challenges

South Clearfield Elementary is a United Way of Salt Lake City Promise Neighborhood Coalition School. Through the Davis Community Learning Center (DCLC) South Clearfield receives additional grants and support providing programs such as AmeriCorps Read Today, AmeriCorps Success Mentor for Attendance, after school English as a Second Language (ESL) support, and mental and physical health services to support students and families. Through a United Way Grant provided through the DCLC, we can provide 20 of our students with a Big Brother or Big Sister from the National Big Brothers and Big Sisters Program. Some of our unique challenges include a high percentage of student mobility, a lack of parental involvement, student behaviors, chronic absenteeism, and ELL needs. Students have a lack of technology in the home. Because of these challenges, we struggle to keep the high-level learners enriched. Many of our students have Adverse Childhood Experiences (ACEs).

Additional Information

We are a one-to-one device school. This allows teachers to have a more personalized learning environment. This does not mean that students are on devices all day. In fact, it's the opposite. Instead of scheduling time for devices, and rotating them,

students and teachers can use them when they are applicable, not just because they are available.

We do not use technology just for the sake of using technology. We use it as a tool to enhance the learning that is taking place. With a great teacher and the purposeful use of technology, paired with the 4C's (Communication, Collaboration, Critical Thinking, and Creativity) and following the Substitution, Augmentation, Modification, and Redefinition (SAMR) Model, we are seeing students thrive, while becoming more academically successful. We have a before and after-school program to accommodate the needs of families. We also maintain a Latinos in Action program from Clearfield High and North Davis Jr. High to further the development and growth in reading and math. Additionally, we have a Family Support Specialist (FSS) and a nine-hour per-week therapist funded by the United Way of Salt Lake City (UWSLC).

Needs Analysis

Notable Achievements

South Clearfield Elementary is one of two University Academy School in the Davis School District (DSD). We are leading out in the state and country in these areas as we work with universities throughout the state to mentor and train pre-service teachers. This designation means that all our teachers are not only highly trained for Tier one whole class and Tier two small group and individual instruction, they are trained on how to mentor future teachers. We are working with Utah Schools of the Future, DSD Professional Learning and Quality Staffing, and DSD Teaching and Learning Department to create an atmosphere where pre-service teachers will have the needed skills and ability with the hands-on rich experience of teaching in a school that is culturally rich and diverse. This can only be accomplished in a school where teachers are not only incredible and teaching students but can simultaneously model and discuss 21st century strategies paired with time tested instructional movements that allow for students to thrive, both our students and those who are pre-service teachers learning from the best. Our students, teachers, staff, and parents have worked hard and smart to ensure that all students will continue to be academically, socially, and emotionally successful. We have restructured Local Case Management (LCMT) and because of the restructuring it's working very well. All Faculty and Staff members are dedicated to the academic, social, emotional, and physical well-being of our students. We know and believe that all students can be successful! We are pioneering personalized learning while ensuring that great teaching and planning leads out with technology following. We created a K-6 personalized learning rubric we have created that allows teachers to successfully create a playlist that is driven with the end-in-mind while having a heavy focus on objectives and success criteria that drive outcomes. It also allows for students to have choice to show their mastery in their learning within any given curricular area. This, in turns allows us to focus on a variety of learning speeds and styles to address the vast needs in different learning abilities and capabilities.

Areas of Recent Improvement

When looking at a three-year comparison of RISE data South Clearfield Elementary shows that we are increasing our student proficiency by four percent in ELA, maintained proficiency in Math, and increased in science by two percent. We will continue to focus on growth data through the medium growth percentile because we know that if our students are growing, proficiency will increase right alongside it.

Areas of Needed Improvement

We are focused on the individual needs of each student and through personalized learning pathways, with a K-6 alignment, we are well on our way to accomplishing our goals. Next steps are to ensure that this alignment is in place for all academic areas. Additionally we are heavily focused on K-6 reading intervention with Tier I, Tier II, and now Tier III supports in place to ensure all K-6 students are successfully reading on grade level. This is being done through our grade level PLCs and meetings, LCMT, PD, SpEd Team, and coaches.

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')
80% of K-6 students will show “typical” (or higher) progress on Acadience Pathways to Progress on end of year (EOY) Acadience.	Did not meet goal	We ended the year with just under 70% of K-6 students will show “typical” (or higher) progress on Acadience Pathways to Progress on end of year (EOY) Acadience. This is a large goal for us to go after, but we are as well do feel that all students can and will leave our school reading proficiently.
Increase student academic achievement in core areas (ELA, Math, and Science) by reducing the number of students who are chronically absent. Average attendance of 96% for entire school by April 1, 2022.	Did not meet goal	Due to Covid-19, attendance was difficult and not a goal that was achievable.
Improve student SEL skills in five CASEL competencies by implementing SEL direct instruction and SEL instructional strategies.	Met goal	All action steps were implemented.
All students will be provided with instructional agility within a blended learning environment. Classrooms will establish individualized learning targets and 90% of students will make sufficient progress on or above to reach those targets in which they have individually set with their teacher while utilizing playlists that allow for mastery based projects to determine mastery within any given curricular area including ELA, Math, and Science.	Met goal	All action steps were implemented.

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Eighty percent of students in grades K-3 will make typical or above progress based on Acadience Pathways from beginning of year (BOY) to end of year (EOY) Assessment data.	Progressing according to plan	MOY data shows that we are on track to meet this goal. We will continue to strive towards Eighty percent of students in grades K-3 will make typical or above progress based on Acadience Pathways from beginning of year (BOY) to end of year (EOY) Assessment data.
Increase student academic achievement in ELA, Math, and Science by reducing the number of students who are chronically	Progressing according	We are currently at 89.90% for attendance. This has been another

absent. Average attendance of 96% for entire school by April 1, 2021.

Improve Student SEL Skills in five CASEL competencies by implementing SEL direct instruction and SEL instructional strategies.

All students will be provided with instructional agility within a blended learning environment. Classrooms will establish individualized learning targets and 90% of students will make sufficient progress on or above to reach those targets in which they have individually set with their teacher while utilizing playlists that allow for mastery based projects to determine mastery within any given curricular area including ELA, Math, and Science.

to plan

Progressing according to plan

Progressing according to plan

hard year with sickness in our community as we came out of Covid and still have Covid spreading and mutating. The majority of absences are due to illness.

We have been following the SEL plan, and we are right on track for this year.

At this point, we are well on our way to meeting this goal. For our RISE Benchmarks, students are scoring from 85% to 100%. Using this as an indicator, we feel that we will have a proficiency rate of 50% or higher and MGP of 55% or higher in grades 3-6 on end-of-level assessments in RISE with the areas of ELA, Math and Science.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 0.00
B - Allocated new funds for Current Year SY22-23	\$ 75,325.00
C - Total Budget for Current Year SY22-23	\$ 75,325.00
D - Projected spending during Current Year SY22-23	\$ 75,325.00
E - Expected carryover from Current Year SY22-23	\$ 0.00
F - Projected new funding for Next Year SY23-24	\$ 92,527.35
G - Total projected funding for Next Year SY23-24	\$ 92,527.35

Goals and Planned Actions / Resources

Goal Short Title	Students Reading At or Above Grade Level
Goal Statement	Eighty percent of students in grades K-3 will make typical or above progress based on Acadience Pathways from beginning of year (BOY) to end of year (EOY) Assessment data.
TSI SCHOOL QUESTION:	

Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	MOY and BOY Acadience Reading Pathways to Progress scores. End goal will be determined by growth in Acadience Reading Pathways based on progress for students from BOY to EOY Benchmarks.
Action Plan (please number steps)	<ol style="list-style-type: none"> 1. During the first few weeks of school we will meet with all teams, and assess current student data, intervention, and needs. Based on assessments, personalized learning paths will be created for all students. 2. Focus on relevance, clarity, purpose, controlling ideas, and success criteria all with a Tier I lens to get 80% of our students passing Tier One assessments before moving on or going into small groups. (LAND TRUST FUNDS) 3. Ongoing communication with teachers, administration, ELA coach, students, and parents concerning Acadience Reading BOY, MOY, and EOY benchmarks. 4. Monitor school wide Acadience Reading data using the beginning of the year benchmark and continued progress monitoring throughout the year. 5. Continued professional development on fluency and comprehension techniques that will help students with their overall reading ability. In addition to our weekly PLCs, we will hold three data meetings throughout the school year. These will be held in terms one, two, and three. (LAND TRUST FUNDS) 6. Provide additional opportunities for ELL students to become proficient readers and have a stronger vocabulary while building background knowledge and understanding. (LAND TRUST FUNDS) 7. Using the Lexia platform will be one component of this for afterschool and during the school day. 8. During the school day we will have our ELL students working in dyad reading groups to help with neurological impress using current and additional books in the library. (LAND TRUST FUNDS) 9. Implementation of personalized learning for all students to help them be successful on their level and within their personalized learning pathway. (LAND TRUST FUNDS)
This goal can be categorized as... (choose all that apply)	#PD #TSISubGroups #Tech #GraduationRates
District Strategic Plan Area(s)	Student Growth & Achievement Empowered Employees
If you selected 'School Identified Area', please describe	

Academic area(s) addressed by the goal	Reading Writing																				
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 - \$48,027.00</p> <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>#6 Tier III Interventionist who will be using the SPIRE program to help students successfully get on grade level with their reading.</td> <td>\$ 35,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Library Books</td> <td>#8 Additional Library Books for Library to keep up-to-date books in circulation.</td> <td>\$ 2,500.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>General Supplies, Other</td> <td>#9 Supplies for intervention supplies like SIPPS, SPIRS, Heggerty, LETRS, etc. These supplies include curriculum, printing, etc.</td> <td>\$ 4,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#2 Tier II Interventionist to help with reading intervention in grades K-3.</td> <td>\$ 6,527.00</td> </tr> </table>	Funding Source	Expense Category	Description	Item Cost	LAND Trust Academic	Salaries & Benefits	#6 Tier III Interventionist who will be using the SPIRE program to help students successfully get on grade level with their reading.	\$ 35,000.00	LAND Trust Academic	Library Books	#8 Additional Library Books for Library to keep up-to-date books in circulation.	\$ 2,500.00	LAND Trust Academic	General Supplies, Other	#9 Supplies for intervention supplies like SIPPS, SPIRS, Heggerty, LETRS, etc. These supplies include curriculum, printing, etc.	\$ 4,000.00	LAND Trust Academic	Salaries & Benefits	#2 Tier II Interventionist to help with reading intervention in grades K-3.	\$ 6,527.00
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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	Personalized Learning
Goal Statement	All students will be provided with instructional agility within a blended learning environment. Classrooms will establish individualized learning targets and 90% of students will make sufficient progress on or above to reach those targets in which they have individually set with their teacher while utilizing playlists that allow for mastery based projects to determine mastery within any given curricular area including ELA, Math, and Science.
TSI SCHOOL QUESTION: Will this goal	

focus on TSI student populations; on changing your TSI status?

Measures

Increase school proficiency level of 50% or higher and at a growth rate of 55% or higher in grades 3-6 on end-of-level assessments in RISE with the areas of ELA, Math, and Science. KEEP Assessments CRT Assessments.

The use of the common school-wide rubrics for grades K-6. Reviewed monthly in PLCs.

Have common goals and expectations for students K-6.

Ongoing PD in blended learning for faculty and staff.

End of year State writing Assessment for fifth-grade students, along with Writing Benchmarks for Grades third, fourth, fifth, and sixth.

Action Plan
(please number steps)

1. Ensure that we are inclusively teaching all students with an understanding and variety of learning speeds and styles of students while implementing personalized learning strategies with pathways guided by playlists and PCBL (Personalized Competency Based Learning) addressing the needs of different abilities and capabilities within our school. (LAND TRUST FUNDS)
2. Meet with grade levels monthly and discuss what is working well and what needs to be adjusted in a vertical and horizontal alignment,
3. Ongoing communication with teachers, administration, ELA coach, students, and parents concerning Acadience BOY, MOY, and EOY benchmarks.
4. Monitor school-wide Acadience data using the beginning of the year benchmark and continued progress monitoring throughout the year.
5. In addition to our weekly PLCs, we will hold three data meetings throughout the school year. These will be held in terms one, two, and three.
6. All classrooms will take a beginning-of-the-year writing assessment to have a benchmark. This will be completed by fall 2023 for all classrooms. The second assessment will be completed by March 15, 2024. Revamp the schoolwide graphic organizer in grades K-6 for continuity, and fluidity among grade levels, as well as allowing for a much deeper level of writing acquisition for our students.
7. Focus on teacher clarity, purpose, relevance, controlling ideas, and success criteria.
8. High-quality instruction in the classroom, developed through PLCs and professional development. Paid by Land Trust
9. Colleague-to-colleague mentoring, observations, and feedback to help with best practices, intervention, and personalized learning. Paid by Land Trust
10. Conducting GEMBA Walks: Faculty will be introduced to this practice in the 2023/2024 school year with LEAN principles. Paid by Land Trust

	<p>11. Provide each teacher with bi-monthly training for math and ELA techniques and instructional opportunities to enhance what is being taught in the classroom. These will be facilitated in faculty meetings by teachers, coaches, and administration. Paid by Land Trust</p> <p>12. All grade levels will monitor the use of summative and formative assessments in math, ELA, and science. This will guide their instruction and the pace at which this instruction is being delivered.</p> <p>14. Assessment results will be compared in weekly PLCs and will guide the delivery of quality instruction in the classroom.</p> <p>15. Afterschool Math Program will be funded through United Way to help students remediate math skills. This help with both enrichment and remediation.</p> <p>16. Connecting what students are working on at school with parents through technology.</p>								
<i>This goal can be categorized as... (choose all that apply)</i>	#TSISubGroups #DiversityEngagementInclusion #Tech #PCBL #TeacherLeaders #GraduationRates #PD								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Parent & Community Connections Culture								
<i>If you selected 'School Identified Area', please describe</i>									
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Science Technology								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>									
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$43,100.00</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>Salaries & Benefits</td> <td>#1 Math / Science / PCBL Coach to help with the new math curriculum, and pairing up math and science with PCBL.</td> <td>\$ 43,100.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#1 Math / Science / PCBL Coach to help with the new math curriculum, and pairing up math and science with PCBL.	\$ 43,100.00
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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

Attendance

Goal Statement

Increase student academic achievement in ELA, Math, and Science by reducing the number of students who are chronically absent. Average attendance of 94% for entire school by April 1, 2021.

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

Measures

We use comparisons of end-of-level testing as available to show student improvement with their improved attendance. Average attendance report in Encore.

Action Plan (please number steps)

1. Administration discusses attendance and incentives with students, parents, and staff to get their input on what's working and what needs to be changed. The items in this action plan are based on these discussions and student input.
2. Ongoing communication with student and parents concerning overall and individual attendance data.
3. School meetings and home visits will be conducted on an as needed basis (for students with excessive absences) to connect with parents and get them on the same team as us to be an advocate for their child's attendance.
4. For students who are missing school for sickness, our school nurse will reach out to these families and see if there is anything she can help them with.
5. School Attendance Mentors monitor and help students who are among those with the highest rates of chronic absenteeism.
6. We will use the Davis School District ENCORE tracking system to monitor school-wide attendance data. This will notify parents when students have missed 8, 12, and 16 days of school.

	<p>7. At the end of each term, all students who have had perfect attendance will be invited to an attendance party with the principal and given a perfect attendance certificate. LAND Trust will be used for student incentives. (LAND TRUST FUNDS)</p> <p>8. All grades will compete weekly to win a traveling trophy. The class with the fewest absences wins the trophy to display in their classroom for a week. If they can maintain the best attendance for three weeks in a row, that class will get a surprise.</p>								
<i>This goal can be categorized as... (choose all that apply)</i>	#TSISubGroups #GraduationRates								
<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>	Reading Writing Mathematics Fine Arts Health Science Social Studies Technology								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>									
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$1,400.00</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>#7 Supplies to encourage attendance and reward attendance. \$2/student Xs 700 students = \$1400</td> <td>\$ 1,400.00</td> </tr> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	General Supplies, Other	#7 Supplies to encourage attendance and reward attendance. \$2/student Xs 700 students = \$1400	\$ 1,400.00
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<i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i>									

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
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Students Reading At of Above Grade Level	LAND Trust Academic	Salaries & Benefits	#6 Tier III Interventionist who will be using the SPIRE program to help students successfully get on grade level with their reading.	\$35,000.00
Students Reading At of Above Grade Level	LAND Trust Academic	Library Books	#8 Additional Library Books for Library to keep up-to-date books in circulation.	\$2,500.00
Students Reading At of Above Grade Level	LAND Trust Academic	General Supplies, Other	#9 Supplies for intervention supplies like SIPPS, SPIRS, Heggerty, LETRS, etc. These supplies include curriculum, printing, etc.	\$4,000.00
Students Reading At of Above Grade Level	LAND Trust Academic	Salaries & Benefits	#2 Tier II Interventionist to help with reading intervention in grades K-3.	\$6,527.00
Attendance	LAND Trust Academic	General Supplies, Other	#7 Supplies to encourage attendance and reward attendance. \$2/student Xs 700 students = \$1400	\$1,400.00
Personalized Learning	LAND Trust Academic	Salaries & Benefits	#1 Math / Science / PCBL Coach to help with the new math curriculum, and pairing up math and science with PCBL.	\$43,100.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 92,527.35
G - Total projected funding for Next Year SY23-24	\$ 92,527.35
H - Total planned expenditures for Next Year SY23-24	\$ 92,527.00
I - Planned carryover into the Following Year SY25-26	\$ 0.35
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	There will not be any left over funds.
Plan for sharing the school LANDTrust plan with the community	Labels to identify LAND Trust purchases School assembly 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:

- Acadience Reading and Math*
- PASS Assessment*
- McGraw-Hill assessments*
- Grade-level assessments*
- State assessments*
 - RISE*
 - WIDA*
- Kindergarten Readiness Inventory*
- Kindergarten Inventory of Skills*
- 1st and 2nd Grade Language Arts CRTs*
- 1st and 2nd Grade Math CRTs*
- During PLC 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.*

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?

Newsletter|

2a. Other school reformsto be implemented

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

Goal one

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?

Goal three

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|Other
(please explain)|

4. Professional Development Plan

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

SIPPS|Spire|MTSS|PBIS|Heggerty

Training in PCBL and personalized learning strategies.

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:

--Administrators meet with teachers to review data identifying low achieving students.

--During collaborative team meetings, teachers review data to identify how students are performing.

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--Teachers and instructional coaches/coordinators monitor progress and make adjustments.

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:

- 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 1 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.

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?

New Student Registration|School Websistes|Federal Programs 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?

Students are highly engaged in school, decrease in behavioral instances, while all formal and informal data show that we are raising in both proficiency and MGP.

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.

All employees at South Clearfield are *Highly Qualified paraprofessionals when hired.*

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

All funding received from federal, state, and local sources is directly used to hire teachers, highly qualified paraprofessionals, professional development, STEM initiatives all of which are in place for student achievement and success.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/27/2023
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	2