



# Teacher Student Success Plan LAND Trust Goals only

**Legacy Jr - SY 2024**

Principal TJ Strain

## 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 Legacy Junior High (LJH) is to promote the district mission of “Learning First!” academically, socially, and emotionally for all educational stakeholders. We continue to help students build their own legacy of learning. At Legacy Jr High, students develop habits that will allow them to succeed in the world. We help students find purpose in their learning, develop an academic tenacity, establish a solid character, and create a thirst for knowledge. These habits of the pack will set them on a course to build and leave their own Legacy. Teachers, counselors, and administrators work with students daily to personalize the learning experience. Our variety of course offerings and school-wide programs allow students to customize their educational experience while also ensuring high academic success. Differentiation for students’ academic needs ensures a challenging and engaging education program that stretches students to meet their academic and career goals. Course offerings are then complimented by extracurricular activities and athletics, club organizations, and student support groups that elevate the academic experience with social and emotional support. Remediation programs are also provided for at-risk students; counselors and student advocates assist students with academic supports in various stages of the process. Additionally, parents and community members are encouraged to play an active role in student learning. These outside influences allow students to visualize their academic, career, and social goals in a real-world setting.

## Description of the School

### Community

Legacy Junior High school is a suburban middle school in Layton, Utah, about four miles southwest of Hill Air Force Base. Residential communities surround LJH with the majority of the students coming from Layton, Syracuse, and Clearfield neighborhoods. The students of LJH come from three different elementary schools that are in the

surrounding communities including Sand Springs Elementary, Cook Elementary, and Bluff Ridge Elementary.

## **Student Body**

Legacy Junior High currently serves 1094 students in grades 7-9. Of these, 88% identify themselves as Caucasian, 8.5% Hispanic/Latino, three percent as multi-racial with the other five percent from various ethnicities including American Indian or Alaskan Native, Black, and Pacific Islander.

## **Staff**

As of February 2023, Legacy Junior High has 93 employees, which includes three administrators, three counselors, one instructional coach, forty-two support staff and fifty part time and full time educators. All educators are considered “highly qualified” by the state of Utah to teach in their specific content areas. The average career length for teachers at Legacy Junior High is 10 years, 50% of teachers have a Master’s Degree, and 23% have and English as a Second Language Endorsement.

## **School Culture**

Legacy Junior High school strives to provide purposeful learning experiences, instill academic tenacity, develop character, and create a thirst for knowledge. Our priority is to allow students to become life long learners by exploring a variety of experiences in both curricular and extra-curricular areas, which is aligned directly to middle level philosophy of meeting all student needs. We continue to move toward individualized and problem based learning opportunities.

## **Unique Features & Challenges**

Legacy Junior High school is one of seventeen junior high schools in Davis School District. Built in 2009, the beautiful building and grounds provide students and teachers with a range of open areas for collaborative work. Mobile computer labs, built-in projections, voice amplification systems, and wireless accessibility throughout the building are used to increase student engagement in a 21st century learning environment. One of the most unique features of Legacy Junior High is our drive for encouraging personalized education for students. In the fall of 2020 LJH 7th graders began using the Summit Learning Platform (SLP). SLP takes the standards-based learning philosophy to the next level but with a powerful LMS that allows differentiation, collaboration, targeted remediation of learning, and many other elements of individualized learning including, path, pace, place, voice, and choice. The SLP provides a yearlong course for students, meaning they can truly learn content and cognitive skills in an individualized manner conducive to feedback and learning. In the 2021-2022 school year the entire student body transitioned to the SLP. These changes have also led to some unique challenges. For over 100 years, education has remained largely the same: students come and learn, teachers come and teach. Changing this structure continues to be a challenging process, but an effective one. Using a new LMS is always a difficult process and that, combined with a change in mindset, has had various growing pains. This school year we have made a variety of adjustments to address some of the concerns that parents and students have. Additionally, as students begin to work at their own pace and on individualized paths they can sometimes begin to feel isolated from other peers. For this reason, we have instituted a mentoring program for every student. All students meet with a mentor for a "check-in" at least once every two weeks. This has been very effective for students and teachers. It provides students the opportunities to make connections with a caring adult, be self-directed in their learning, and meet the social emotional needs of both students and teachers.

## **Additional Information**

## **Needs Analysis**

# Notable Achievements

Legacy Jr High continues to adapt and make improvements. The Summit Learning Platform has been fully implemented school-wide for two years now. The Summit Learning Platform is a competency / standards-based Learning Management System that Legacy has been using to meet the needs of students. Teachers have adapted very well to the new demands this LMS has placed on them. This year we have provided options for students to earn Honor's Designation in their regular content classes. So far this year, we have had 273 honors designations issued to students. We had 98% of 9th grade students, who attended Legacy all year long, leave to high school having earned all core credits in 9th grade. 95% of all 9th grade students, including students who were not at Legacy all year long, left Legacy having earned all core credits in 9th grade. Lastly, in a beginning-of-year-survey, 97.3% of students answered "neutral," "agree," or "strongly agree" with the following statement. "I feel like I received a lot of support in my regular classes and in my mentor class." In the same survey, 96.3% of students answered "neutral," "agree," or "strongly agree," in regard to the following statement, "I feel confident I can ask questions and that I can get the supports I need." At Legacy, we desire to create an environment of inclusivity and support.

# Areas of Recent Improvement

After requesting and receiving feedback regarding the user experience of the Summit Learning Platform (SLP) we have made numerous adjustments to improve the student and parent experience. These efforts include:

- Restructuring PFAs
  - Limiting the number of resources.
  - Limiting the amount of PFA's throughout the school year.
  - Requiring higher levels of support on the third attempt.
  - Providing more effective accommodations for students with an IEP, 504, or other difficulties
- Projects
  - Making due dates more clear for students and parents.
  - Providing a "What's Up in Summit?" document on our webpage.
  - Clarification on the revision policy.
  - Timely feedback expectations.
  - Vertical alignments regarding Cognitive Skill ability at each level.

# Areas of Needed Improvement

This is the first regular school year students have had since the pandemic. Some of the residual affects of the pandemic have lingered, specifically in the areas of proficiency. Our state assessment data is not where we would like it to be. According to the 2022 State assessments we did make some improvements from the 2021 -2022 school year. 42% of students were proficient in English language arts, 43% of students were proficient in mathematics, and 51% of students were proficient in science. We need to continue to make improvements in all three of these areas. In order to do this, we will continue many of our support classes for students. These support classes have shown to be productive for students. They include Co-Taught English classes at each grade level, math extension classes at each grade level, READ 180 at the 7th and 8th grade levels, and Math Gap classes at each grade level. This targets about 10% of our student body that need higher levels of support, but don't qualify for Special Education Services.

# 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')
<p>Ninety-four percent of 7th and 8th grade students, and 97% of 9th grade students will meet competency standards in all English, math, social studies, and science areas at the end of the 2022 school year.</p> <p>97% of all 9th graders will leave with sufficient credit in all core areas.</p>	Did not meet goal	<p>Throughout the school year, teachers identified students who were needing supports were identified early based on data. These students were then provided supports by the teacher, the Grade Level Team, and the counselor. Additionally, our Local Case Management Team was able to see if tier two or tier three supports were needed. As we progressed throughout the school year, students were identified, provided tier two and tier three supports based on the data. At the end of the year, we identified which students were still credit / concept deficient and provided opportunities to learn the material. The following data is from year end competency measures. Competency is measured at 70% or higher. Additionally, the overall pass rate, 60% or higher was included:</p> <p>91% of all 7th grade students met competency standards in core content areas; 95.5% received a 60% or higher.  92% of all 8th grade students met competency standards in core content areas; 96% received a 60% or higher.  92.5% of all 9th grade students met competency standards in core content areas; 96.5% received a 60% or higher.</p> <p>At the end of the year. We had 98% of all 9th graders who were at Legacy all year, leave Legacy with all core credits. We did have twelve 9th grade students who enrolled heavily credit deficient at the second semester. We tried our best to help them, but unfortunately, they were too far behind in credits to leave on track. This made our overall percentage of students leaving without all core credits to 95%.</p> <p>Overall, we saw great progress in these areas. Although we wanted to have some of these metrics a bit higher, we were pleased with the progress we saw.</p>
<p>85% of students will set weekly academic and social emotional goals with guidance from a mentor.</p> <p>All students will have a mentor who they will check in with at least three times per term.</p>	Did not meet goal	<p>According to data, we had a weekly school-wide average of 82% for the entire school year. This was progress, but we still wanted to have daily goal setting be a major part of the school environment.</p> <p>Students ended the year with an average of nine check-ins throughout the school year. This was lower than the desired twelve, but we still felt there was progress made.</p>
<ul style="list-style-type: none"> <li>95% of students in all grade levels, in core area subjects, will have Cognitive Skills and Math Units above 70% as measured in the Summit LMS.</li> </ul>	Did not meet goal	<p>Cognitive skills were assessed multiple times throughout the school year. Teachers were able to assess the data and then provide supports to students who showed deficiencies in those specific cognitive skills. Our ultimate goal was for students to approach proficiency in these cognitive skills scores. Proficiency was determined through cognitive skill scores of 70% or higher. At the end of the year, we had the following grade level outcomes:</p>

- 95% of students in all grade levels will meet competency standards in non-core / or fine arts area subjects as measured by grade outcomes of C- or better. (Our average for the 19-20 school year was 97.5% pass rate of a C- or better. We are currently at a 93.1% pass rate of C- or better for the 20-21 school year.)

In 7th grade, we had 88% of all students scored above 70% in core content areas.  
In 8th grade, we had 93% of all students scored above 70% in core content areas.  
In 9th grade, we had 96% of all students scored above 70% in core content areas.

Additionally, all non-core areas had a pass rate of 95.9% overall, within competency areas, students scoring 70% or higher, we had the following per grade level.

90% of all 7th graders scored 70% or higher.  
90% of all 8th graders scored 70% or higher.  
91% of all 9th graders scored 70% or higher.

While we didn't reach our desired outcomes, we did see great progress. Schoolwide, 81% of all students are scoring 80% or higher in elective courses. Furthermore, schoolwide, 80% of all students are scoring 80% or higher. We were happy with the progress that we have made and hope to continue to move forward effectively.

## Current Year Progress Report

### Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Ninety-seven percent of 9th grade students will leave Legacy Jr High will sufficient credit in core subject areas: English, math, science, and social studies.</p> <p>Additionally, Legacy will maintain a course competency pass rate of 94% or above across all courses.</p>	Progressing according to plan	<p>We continue to work with our 9th grade students to obtain the credits needed as they transition to high school. We currently have 75% of all 9th grade students who are on track, this is an improvement from last year's 64% at the same time.</p> <p>Fourth term is an important term for 9th graders. We meet with them and their parents to help them get caught up. Because we use a competency-based program, students don't need to do packets, or take a separate recovery class, they simply need to complete the projects assigned. To supports students in this, we have moved many students into 9th grade study skills classes.</p>
On end of year assessments, Legacy students be at or above both state and district averages in comptency levels.	Progressing according to plan	<p>We have made significant progress in this area. We have a variety of classes to help students who have significant gaps. These classes include:</p> <ul style="list-style-type: none"> <li>READ 180 7th grade.</li> <li>READ 180 8th grade.</li> </ul>

		<p>Co-Taught English Language Arts</p> <ul style="list-style-type: none"> <li>English Language Development Class</li> <li>Math Extension Class</li> <li>Math Gap Class</li> <li>Strategic Mentoring Assignments</li> </ul> <p>We anticipate these higher-level support classes will prepare students to making significant improvements as they participate in end of year assessments.</p>
<p>All Legacy Jr High students will make gains in Math and Reading benchmark scores.</p> <p>Schoolwide, Legacy will decrease the number of students who are below or far below proficient by three percent in reading and math.</p>	Progressing according to plan	<p>We continue to see positive results from our targeted classes. The average increase in Lexile score is currently at 73 points. In our Math Gap classes, 52% of our students have seen an increase in grade level. Thirty-five percent of students have seen a gain of more than one grade level. Seventy-five percent of 7th and 8th grade students are passing their math courses compared to 10% at the beginning of the school year.</p>
<p>Eighty five percent of Legacy students will set weekly goals and check in with a mentor at least three times per term.</p>	Not progressing according to plan	<p>While goal setting has not gone as well as we hoped this year, we have seen improvement with the amount of check-ins conducted per student. The schoolwide average is currently at 8.5 check-ins per student. This is a little lower than the desired nine check-ins per student, but this is great progress.</p> <p>Our weekly goal setting average is just above 71%, far lower than the anticipated 85%.</p>

## LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 11,596.59
B - Allocated new funds for Current Year SY22-23	\$ 146,083.94
C - Total Budget for Current Year SY22-23	\$ 157,680.53
D - Projected spending during Current Year SY22-23	\$ 150,581.00
E - Expected carryover from Current Year SY22-23	\$ 7,099.53
F - Projected new funding for Next Year SY23-24	\$ 150,477.95
G - Total projected funding for Next Year SY23-24	\$ 157,577.48



# Goals and Planned Actions / Resources

Goal Short Title	<b>9th Grade Student On Track</b>
Goal Statement	<p>Ninety-seven percent of 9th grade students will leave with sufficient credit in all core areas. Legacy will maintain a course pass rate of 96.5% across all courses.</p> <p>“Failures during the first year of high school make a student much less likely to graduate. Parents and teachers should carefully monitor students’ grades, especially in the first semester of freshman year, when there are still many opportunities to improve grades.” (Allensworth and Easton, 2005.)</p>
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
Measures	<p>In the 2021-2022 school year, the course pass rate was 95.9%. The current pass rate, as of April 2023, is 94.5%. As for 9th grade students, at the end of the 2021-2022 school year. We had 98% of all 9th graders who were at Legacy all year, leave Legacy with all core credits. We did have twelve 9th grade students who enrolled, heavily credit deficient, at the second semester. We tried our best to help them, but unfortunately, they were too far behind in credits to leave on track. This made our overall percentage of 9th students leaving with all core credits to 95%.</p> <p>We want to continue to work on this goal. We want to have an overall percentage of 97%, including students who enter Legacy Credit deficient, at the 97% threshold.</p>
Action Plan (please number steps)	<p>A. Action Steps for 97% of 9th grade students leaving Legacy with all Core Credits in place:</p> <ol style="list-style-type: none"> <li>1. At the end of each term, we will determine which 9th grade students are off track in core subject areas.</li> <li>2. Those 9th grade students who are off track and need additional supports, we will place in our Study Skills class to help them get back on track. (LAND TRUST FUNDS - SSCs)</li> <li>3. We will contact parents to let them know the steps we are taking to support their students.</li> <li>4. At the end of first semester, we will, again, target 9th grade students who are off track. Again, we will place 9th grade students in correct classes for support.</li> <li>5. In January 2024, our Local Case Management Team will discuss 9th grade student who are off track and follow the steps outlined above.</li> <li>6. In February 2024, LCMT will contact 9th grade students and parents and have a clear discussion regarding credits, classes, etc.</li> <li>7. In March 2024, LCMT will have in person meeting with parents and students.</li> <li>8. In April 2024, 9th grade students will schedule days in the office to strategically work on credits.</li> </ol>

B. Action Steps for a school-wide course pass rate of 96.5%:

1. Provide more courses to meet individual needs of students through extension classes, co-taught classes, and additional elective classes. (LANDS TRUST FUNDS - Productivities).
2. Use different hands on activities, strategies, and opportunities to help students meet proficiency in different ways. (LANDS TRUST FUNDS - EE Class Field Experiences, EE Class Materials, Science Gizmo Labs, World Language / Art Conferences, Cultural Experiences, Supplies for new Art focus, Incentives for SPED students)
3. Ensure Legacy elective teachers, those not using the Summit Platform, are following the Standards Based Learning Model to provide opportunities to demonstrate competency.

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

#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?*

Yes

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

Yes

Goal LAND Trust Expense Total - \$140,600.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#A2 - Student Success Coordinators	\$ 45,000.00
LAND Trust Academic	Transportation, Admission, Per Diem	#B2 - EE Class Field Experiences (not bussing)	\$ 1,200.00
LAND Trust Academic	Professional and Technical Services	#B2- World Language Conference	\$ 1,900.00
LAND Trust Academic	General Supplies, Other	#B2- Cultural Experiences	\$ 800.00



	LAND Trust Academic	General Supplies, Other	#B2- Alcohol Markers for Art	\$ 500.00
	LAND Trust Academic	Professional and Technical Services	#B2- Art Conferences	\$ 5,000.00
	LAND Trust Academic	General Supplies, Other	#B2- Incentives for SPED students	\$ 1,200.00
	LAND Trust Academic	Salaries & Benefits	#B1- 8 Full Year Productivities	\$ 85,000.00
<p><i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i></p>				

Goal Short Title	Effective Teaching in Every Classroom
Goal Statement	Eighty-five percent of Legacy Jr High students will demonstrate competency in academic areas through effective teaching in every classroom. Competency standards for this goals is defined as receiving an 80% or above by the end of each school year. Based on year end 2023 data, 83.8% of all Legacy students demonstrate competency, 80% or above, by the end of each school year.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	<p>Data Collection will be as follows:</p> <ol style="list-style-type: none"> <li>1. Two times per term, teachers will be asked to meet as a team to look at student data, identify gaps in instructional strategies, and then specifically target areas of needed improvement.</li> <li>2. These data sessions will require that teachers submit a plan to address the academic needs of students who are not meeting desired competency outcomes.</li> <li>3. At the end of each semester, semester data will be collected to determine if 85% of all Legacy students are at an 80% or higher.</li> <li>4. Modifications to instructional strategies will be made throughout the school year to meet the needs of students.</li> <li>5. Year end data will be collected to determine if Legacy met the targeted 85% of student meeting competency.</li> </ol>

According to Wright, Horn, and Sanders (1997) "The most important factor affecting student learning is the teacher..... more can be done to improve education by improving the effectiveness of teachers than by any other single factor." Therefore, Legacy Jr High will implement a Model of Instruction specifically focused on Content, Feedback and Context of a lesson. This is based on the work of Marzano (2019). Teachers will improve in the following areas:

- Teach / Content – Articulates learning goals, content, instructions, and expectations clearly. Uses best practice instructional strategies to support student learning.
- Check / Feedback – Variety of assessments, formative and summative, to gauge student learning. Feedback is provided in a timely, targeted manner. Student self-assessment is integrated into the classroom environment.
- Environment / Context – Demonstrates caring and understanding within an environment of high expectations. Procedures and routines are a regular part of the classroom environment.

Legacy will make a 10% improvement in the following areas as measured by observation data:

- Teach – 2.54 average (2022) to a 2.79
- Check – 2.86 average (2022) to a 3.14
- Environment – 3.0 average (2022) to a 3.30

*Action Plan (please  
number steps)*

**In order to best support teachers to improve student learning Legacy will do the following:**

1. Meet two times per term, once at the beginning of each term and once at midterm.
2. Determine which students are struggling, identify the types of gaps that they are experiencing, and determine the best ways to address said gaps.
3. Teams will be required to submit plans as to how they will be addressing the academic gaps they identified.
4. Teams and teachers will implement research based instructional strategies to address academic gaps.

**To support teachers in addressing gaps, teachers will participate in the following throughout the school year:**

1. Provide Four Professional Development Days throughout the school year will be used to review best practice strategies specific to the Model of Instruction domains.
  1. August 16
  2. October 23
  3. November 1
  4. January 3
2. Teachers will set specific goals to one of the three domains by September 10, 2023.
3. One faculty meeting per month will be used to demonstrate effective strategies within one of the three domains.
4. Instructional coach will provide video library / examples of effective use of the Model of Instruction (MOI)
  1. Provisional Teacher will be expected to participate in a coaching cycle

	<p>within the following parameters.</p> <ol style="list-style-type: none"> <li>1. First year teachers will be required to participate in one coaching cycle per term.</li> <li>2. Second year teachers will be expected to participate in two coaching cycles per school year.</li> <li>3. Third year teachers will be expected to participate in one coaching cycle per school year.</li> </ol> <ol style="list-style-type: none"> <li>2. Professional Teachers will be expected to participate in at least one coaching cycle every four school years.</li> </ol> <ol style="list-style-type: none"> <li>5. Supplies / Collaboration days / trainings / Supports (Paper reader) will be held throughout the school year to continually improve in the three areas. (LAND TRUST FUNDS)</li> <li>6. Evaluation system will be used to conduct evaluations at the following rates. <ol style="list-style-type: none"> <li>1. Provisional Teachers <ol style="list-style-type: none"> <li>1. Two evaluations before December 1, 2023</li> <li>2. One additional evaluations before April 1, 2024</li> </ol> </li> <li>2. Professional Teachers <ol style="list-style-type: none"> <li>1. One evaluation before December 1, 2023</li> <li>2. One additional evaluation before April 1, 2024</li> </ol> </li> <li>3. Additional observations may be conducted throughout the school year as needed.</li> </ol> </li> <li>7. Model of Instruction Rubric will be provided to teachers after each evaluation to highlight progress and identify areas of improvement.</li> </ol>												
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #PCBL #TeacherLeaders #TSISubGroups												
<i>District Strategic Plan Area(s)</i>	Empowered Employees 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 World Languages												
<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 - \$17,700.00</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 &amp; Benefits</td> <td>#5 - Paper Reader</td> <td>\$ 4,500.00</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Funding Source	Expense Category	Description	Item Cost	LAND Trust Academic	Salaries & Benefits	#5 - Paper Reader	\$ 4,500.00				
Funding Source	Expense Category	Description	Item Cost										
LAND Trust Academic	Salaries & Benefits	#5 - Paper Reader	\$ 4,500.00										

	LAND Trust Academic	Salaries & Benefits	#5 - Collaboration Days	\$ 12,000.00
	LAND Trust Academic	Salaries & Benefits	#5 - SPED Paper Days	\$ 1,200.00
<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
9th Grade Student On Track	LAND Trust Academic	Salaries & Benefits	#A2 - Student Success Coordinators	\$45,000.00
9th Grade Student On Track	LAND Trust Academic	Transportation, Admission, Per Diem	#B2 - EE Class Field Experiences (not bussing)	\$1,200.00
9th Grade Student On Track	LAND Trust Academic	Professional and Technical Services	#B2- World Language Conference	\$1,900.00
9th Grade Student On Track	LAND Trust Academic	General Supplies, Other	#B2- Cultural Experiences	\$800.00
9th Grade Student On Track	LAND Trust Academic	General Supplies, Other	#B2- Alcohol Markers for Art	\$500.00
9th Grade Student On Track	LAND Trust Academic	Professional and Technical Services	#B2- Art Conferences	\$5,000.00
9th Grade Student On Track	LAND Trust Academic	General Supplies, Other	#B2- Incentives for SPED students	\$1,200.00
9th Grade Student On Track	LAND Trust Academic	Salaries & Benefits	#B1- 8 Full Year Productivities	\$85,000.00
Effective Teaching in Every Classroom	LAND Trust Academic	Salaries & Benefits	#5 - Paper Reader	\$4,500.00
Effective Teaching in Every Classroom	LAND Trust Academic	Salaries & Benefits	#5 - Collaboration Days	\$12,000.00

Effective Teaching in Every Classroom	LAND Trust Academic	Salaries & Benefits	#5 - SPED Paper Days	\$1,200.00
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## Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 150,477.95
G - Total projected funding for Next Year SY23-24	\$ 157,577.48
H - Total planned expenditures for Next Year SY23-24	\$ 158,300.00
I - Planned carryover into the Following Year SY25-26	-\$ 722.52
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	We don't plan on having any carry over.
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	03/15/2023
Number who approved	15
Number who did not approve	0
Number who were absent or abstained	1