



Teacher Student Success Plan LAND Trust only

Syracuse Elementary - SY 2022

Principal Diane Hammer

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 Syracuse Elementary is to promote the mission of learning first for all. To accomplish our purpose, we believe that all students can learn. We strive to have a high-quality teacher in each classroom and provide them with the resources they need to hone their skills. We believe that strong community involvement improves learning and creates opportunities for the community to be involved through the Parent Teacher Association (PTA), Individual Learning Plan's (ILP), Back to School Night, and other community building activities.

Description of the School

Community

Syracuse Elementary is located a few miles from the east shores of the Great Salt Lake. Syracuse City historically was a farming town. It has changed in recent years into a pleasant city with many new businesses brought in with an influx of population. Syracuse continues to grow and is a great place to live.

Student Body

Our student body consists of just under 869 students in grades K-6. At last reporting we have 83.5% of our students that are Caucasian; 9.3% Hispanic/Latino; 1.3% Asian; 0.5% American Native; 0.6% African American; 4.5% Multiple Races; and 0.5% Pacific Islander. The enrollment for minority students is 143. One hundred fifty one (17.4%) students of our population are economically disadvantaged, 116 (13.34%) students receiving Special Education services, and 14 students are categorized as English Language Learners.

Staff

Syracuse Elementary has 93 faculty and staff members. At last reporting, about 90% of our faculty has an endorsement in Math, Reading, English as a Second Language (ESL), or Special Education, and about 30% have a post-graduate degree. Our staff consists of administration, office and playground staff, lunchroom staff, custodial staff, school counselor, school psychologist, speech pathologists, School Technology Specialist (STS), Schoolwide Enrichment Model (SEM), tutors, and classroom aides.

School Culture

Syracuse Elementary is a great place to be! Faculty and staff love coming to work each day and their great attitudes are contagious, making this a place kids want to be. Student learning is our main focus. We realize that our students are a diverse group and do all we can to create hands-on, real-life application with the curriculum we need to teach. We focus on student achievement and progress. Not all students learn at the same rate, but all students can progress. High expectations are held for each student and then support is given to help all students reach their goals. These supportive environments begin with the trust and respect our faculty and staff have for one another. From assemblies to professional learning communities, we like to celebrate the success of all in our building.

Unique Features & Challenges

Syracuse Elementary has many unique features including an Activity Center which allows grade levels to have special presentations. We have a Chinese immersion program that serves 40% of the students in our building. These students are learning to master the Mandarin language, and all of our students benefit from the added culture this program brings to our school. A Social/Behavioral (SB) skills classroom and an Academic/Social/Communication (ASC) classroom are here at our school. They help broaden the cultural and social spectrum for our students. Our school enjoys having a school choir, orchestra, and Science, Technology, Engineering and Math (STEM) activities during prep times. Students enjoy being able to perform for their peers and their parents. We have before and after school programs, including; Chess Club, Robotics, Ball Room Dance, Coding, Drama, Art Club, Martial Arts, and Battle of the Books. These activities will be resumed as the health crisis passes,

The challenges that Syracuse Elementary faces include physical features of building space and the flow through that space, parking lot access, and playground size. One of the most disconcerting challenges we face is the disconnect between standardized student achievement results and the focused effort of our teachers to help each child progress. Next year, we will continue to work on understanding and using data, our school wide behavior plan, and increase a focused effort on helping students increase their math knowledge base and understanding. Additional trainings from our math publisher as well as targeted activities to strengthen math pedagogical skills for teachers will also be added. An

emphasis will be placed on high-leverage strategies to maximize instruction. Seventy-five percent of our staff will be trained in the Language Essentials for Teachers of Reading and Spelling (LETRS) program this year beginning in the fall. This will increase the capacity of our teachers to gain greater results in literacy.

Additional Information

We are constantly striving to have inclusion and a balance between the immersion and non-immersion teachers and students.

School-wide, we have been training and shifting our focus to a restorative practice for behavior. Our faculty has done a book study and we have revamped our discipline rubric to include restorative conferences, circles, and workshops.

Move This World, an online social-emotional learning tool, has been added to our school curriculum this year. First teachers have implemented it and we will continue to do so next year which 100% implementation

Needs Analysis

Notable Achievements

One notable achievement is when our second grade students won a national v-logging challenge for Chinese. We have had students advance to district, state, and national level competitions in keyboarding, science fair, Chinese language, and Battle of the Books. We have a Robotics club which met once a week. We were unable to compete this year because of Health restrictions, but we had a healthy turnout and enjoyed the program after school with the help of Engineers from Hill Air Force Base. We will continue to encourage STEM activities and expand the Chinese Immersion activities throughout the school community.

Areas of Recent Improvement

Our school has had many remodeling projects including our Faculty room expansion, our Activity Center remodeled with a projector and sound system, the parking lot and playground resurfaced, new sod for our playground, new landscaping and concrete in the front of the school for safety, parking lot safety restructure, new bulletin boards added to hallways to inform parents and put up student work, carbon monoxide detectors placed in building, new Apple TV's for all teachers, Evacuation Drill plans/maps redone to provide safe travel routes for students and parents, new air conditioning unit on roof. Our Academic/Social/Communication and Social/Behavioral classrooms have had some remodeling to ensure safety for our students.

We have partnered with Gary Payne from DSD environmental facilities and are creating Outdoor Classroom in our former Garden space. Students are already using the facility. Our ASC & S B classrooms are using it as a sensory experience for their students. We have an indoor space in the greenhouse where students do activities. We plan to have a sensory walk and other outdoor activities which will add a new level of engagement for our students. We have written a grant application which we hope to use to fund the project. Phase one has been completed and was funded to District projects budgets.

Academic areas of improvement have occurred because of Ready Math (Tier 1) and I-Ready Math & Reading, as well as scatter groups to ensure Tier 2 instruction that is occurring for each student.

Areas of Needed Improvement

Carpet and drinking fountains are needing to be replaced, but they are still functional and fine.

A 6-ft. fence on the west side of the basketball courts would be nice for safety.

Prior Year Status Report

Report progress on PRIOR YEAR 2020 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
Increase student growth and achievement by implementing I-Ready Reading and Math an adaptive, online program and utilizing Scatter Groups at all grade levels. Teacher Assistants will be used to support Tier 2 instruction in our Scatter Groups at all grade levels.	Met goal	<p>Data from i-Ready indicates that our students made growth in both reading and math as measured by i-Ready math and reading scores or the online learning tool. Every class has improved in student growth in Reading and Math as we have utilized I-Ready Reading and Math, and Scatter Groups. Students that were struggling were getting the face-to-face Tier 2 instruction needed, as well as support through the online, adaptive I-Ready programs.</p> <p>According to I-Ready reading data, the median average progress score schoolwide was 138% of the expected growth. In mathematics, I-Ready data showed a median progress rate of 110% the expected growth per student. We are continuing to use the I-Ready online adaptive system this year as well.</p>
The percentage of positive behavior will increase through teaching clear expectations. Major (41) and minor (193) office referrals will decrease one percent from data comparing the number of referrals compared to previous year by March 1, 2020.	Met goal	<p>There were 22 infractions reported in encore for the 2019-20 school year. That is down from the 43 major office referrals in 2018-19. Compared to last year's data of 234 referrals, our major and minor office referrals for this year were 55 at this time two years ago. Clearly, we have had improvement in our positive behavior as we utilized the Positive Behavior Intervention Supports (PBIS) program.</p>
Teachers will be involved in a LEAN Training to help them find those things that are valuable and get rid of those things in their classrooms and lives that are wasting space and time.	Met goal	<p>Teachers were surveyed about the effectiveness of the LEAN training. Seventy-six percent teachers found it helpful; 24% said it was somewhat helpful.</p> <p>Some teachers responded about the benefits of the training:</p> <p>4th grade teacher: I really appreciated the LEAN training. One of the things that really helped me was feeling the permission to let some things go. As educators, I think that when we try something new and it works, we feel like we have to continue doing it forever. In theory, that's terrific, but there are millions of effective strategies and good tools you can use, and there needs to be a weeding-out process in which you determine which of those things is actually the best. After the LEAN training, my team came back to our classrooms and, together, we went through all of our Math and Science materials, and got rid of piles of materials that were no longer in our curriculum. We re-evaluated the scope</p>

and sequence that the fourth grade team had created a few years ago as well. I cut out things like my homework binder (which students used to sign when they didn't complete their homework,) and my back-to-school scavenger hunt, as well as other things. One big change that I made was no longer assigning weekly spelling lists that students were to memorize and test on every week. Instead, we work on spelling patterns and use the district challenge spelling routine. Apart from omitting various items from my classroom and my lesson plans, the most valuable part of the training was the mindset to evaluate the things that I was doing in the classroom to see where I can get the most educational benefit for my students.

4th grade teacher: Lean Training was amazing! I generally function in a Lean sort of way. I naturally can prioritize and weed out the extra. Lean helped me do that even more. It helped me to recognize some areas that I could work on (such as my computer files). I had a tendency to just dump things in a general file and then once or twice a year, I would go through and file them more specifically. Now, I make the effort to file it in the correct place the first time. This saves time when filing something, but also when searching for something. We were also taught that it is okay to try something and let it go if it is not working. I would often stick with something for the entire school year even if it wasn't as efficient as it could be because I didn't want to retrain the students. I have now learned to recognize quickly when something isn't working and then tweak it or let it go and try something new. The kids can totally roll with it. I would recommend Lean to any professional.

1st grade teacher: LEAN helped me to get my room and curriculum organized so I can focus on teaching standards and not managing things in my room. It helped me to organize my classroom systems, so we lose less time in transitions and our classroom everyday runs more smoothly. It also gave me a chance to reflect on what has value as I plan and prepare for daily instruction.

5th grade teacher: Prior to the 2019-2020 school year I attended the LEAN training provided by our school. I have applied many principles from that training to my approach to teaching. Before the LEAN training I sometimes had a mindset that I wouldn't change things in the middle of the school year. I would often think, "Next year I will change this." I sometimes thought that students would be confused or it would be disruptive to our established routines. After the LEAN training I realized that if something isn't working for me or my students, it is best to change it now rather than waste time on it. Because of this I am more analytical and ask myself frequently if things are working or meeting the purposes or objectives. It has helped me assign and define value to the things I do. If it doesn't provide value (especially for the time spent) I either change it or stop doing it. I have learned to look for wasteful routines, activities, and practices

and look for ways to improve or eliminate those things that are wasteful or don't add value.

2nd grade teacher: The LEAN training really helped me as a teacher to simplify my life at school and at home. If I hadn't touched a file in my filing cabinet in a long time, I looked through it and if I didn't think I would use it in the future I recycled it. This really helped me be able to find things that I hadn't been able to find because I had too many files that it got lost. At home I did this in my closet and got rid of a ton of things I was hanging on to for no reason. Another thing I have used in my life and my class is to "touch it once". I have even taught this to my students, and I can see how it has saved us so much time in class. The "touch it once" rule has also helped me at home with my shoes! I have the worst problem; I will take my shoes off by the couch and then leave them there. I decided to use this rule at home because it was becoming a problem. I still use it to this day, and I have a happy husband because I don't have piles of shoes by the couch anymore!

6th grade teacher: I participated in a LEAN training as part of our school wide improvement plan. After my training, I set a goal to get more organized and to "cut back" on certain things that could possibly help me streamline my curriculum map. As a result I did get more organized and I was able to cut some "fluff" from my curriculum map, but I have to admit I did bring back a few things that I cut, only because students this school year REALLY needed some "fun" things in school after being shut down last year. As a result, the little bit of organization that I did with LEAN really helped me feel like I got a lot more out of my curriculum map.

In the area of technology, all teachers will learn how to effectively use technology and apply learned skills into their lesson plans. Technology will be updated where needed to encourage the use of technology in the classroom. The goal will be completed by March 20, 2020 and measured by the Davis Evaluate System.

Met goal

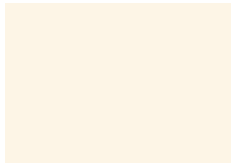
Syracuse Elementary is now 1:1 in electronic devices for students, thanks to Trustlands. Teachers have used the Canvas Learning Management System, Clever, and many other online tools to help students succeed. Teachers works with educational consultant Eric Sheninger and with some teachers at Snow Horse Elementary School to improve their technology teaching skills.

Seventy percent of students will show "typical" or higher progress on Dibels Pathways to Progress on middle of year Dibel assessment.

Did not meet goal

Sixty-three and 7/10 percent (63.7%) of Syracuse Elementary students achieved typical or above growth in their Pathways to progress score on the Acadience test.

- Every class has improved in student growth in Reading and Math as we have utilized IReady Reading and Math, and Scatter Groups.
- Students who were not progressing were getting the face-to-face tier 2 instruction needed, as well as support through the online, adaptive IReady programs.



- Uniform intervention and or remediation and acceleration measures were not employed with all students.

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
Increase student growth and achievement in Math and Reading by 10%.	Progressing according to plan	<p>Reading:</p> <ul style="list-style-type: none">• The median percent progress towards Typical Growth for this school is 79%.• Typical growth is the average annual growth for a student at their grade and placement level.• Progress from Window one to Window 2 – i-Ready Diagnostic Test: 28% to 49% (+21%) <p>Math:</p> <ul style="list-style-type: none">• The median percent progress towards Typical Growth for this school is 65%.• Typical growth is the average annual growth for a student at their grade and placement level.• Progress from Window one to Window 2 – i-Ready Diagnostic Test: 23% to 45% (+22%) <p>Action Step Report:</p> <ul style="list-style-type: none">• Students have 45 minutes weekly goals in each math and reading on the I-Ready, online adaptive program.• Students will take three diagnostic assessments to measure growth and proficiency throughout the year. They will take the third diagnostic in May, 2021.• The funds are used to support Teacher Assistants to do progress monitoring on students as they are identified through the online program and our Tier 3 intervention (SPIRE) as needing extra support.• The funds will also be utilized in buying more technology (Chromebooks) so students can have access to the iReady online program working towards being one to one. Each student now has his/her own device.• Funds were spent to pay for the software of the iReady Reading and Math programs.
Professional development to support technology and other STEM/Academic areas, including Blended Learning, Personalized Learning, and Social Emotional Learning.	Not progressing according to plan	<p>Few teachers took advantage of the professional development opportunities this year. The opportunities were limited or not as desirable because of the covid-19 pandemic.</p> <p>The teachers spent a great deal of time working on the Canvas Learning Management System. They continued to have several faculty meeting trainings and Friday trainings to implement Canvas for their students. We also have had trainings on aspects of gradebook and other Encore programs. We have also had training from Curriculum Associates for I-Ready reading and math. With more options available next year, we will be able to expand the</p>

Our school will have a parent and community night (for example- Arts, STEM, Robotics, Chess, Choir, Drama, Ballroom Dance, Orchestra, SEM projects, etc.) to help students develop skills and knowledge utilizing coding and robotics. Grades 3-6 will be the focus, but K-2 will be encouraged to participate.

Students will develop and learn STEM skills as they participate in robotics and coding. They will present what they have learned at the school and community night.

Not progressing according to plan

teachers' use of technology. Our 6th grade has been approved to implement summit learning for 2021-2022.

Because of the COVID-19 pandemic, we were unable to do many of our after-school programs this year. We will resume those next year.

We were able to continue our VEX IQ robotics Club after school for interested students.

TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 61.35
TSSA SY20-21 New Funding	\$ 110,235.00
TSSA Total funding for SY20-21	\$ 110,296.35
TSSA SY20-21 Anticipated Spending	\$ 96,262.97
TSSA Expected balance carried over into SY21-22	\$ 14,033.38
TSSA Anticipated new funding for SY21-22	\$ 100,156.00
TSSA Total funding available for SY21-22	\$ 114,189.38
Describe your school's SY20-21 Progress for TSSA Spending	<p>By June 2021, we will have spent the following on our TSSA Plan: \$30,000.82 for salaries for teaching assistants \$18,000 for a \$450 stipend for 40 teachers for their efforts in implementing the Canvas Learning Management System development \$4000 for stipends for seven 6th grade teachers and administrative intern for Summit Learning summer training and onboarding \$1300 for curriculum mapping for grades two through five (subs or extra duty, including Social Security and State retirement) \$116 for substitutes for the teaching assistants \$3,256.65 for State retirement \$847.86 for Social Security \$32,577.28 for supplies and materials \$6,164.98 for technology to support personalized learning for students and teachers</p>

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 4,277.76
B - Allocated new funds for SY20-21	\$ 114,664.00
C - Total Budget for SY20-21	\$ 118,941.76
D - Projected spending during SY20-21	\$ 111,941.76
E - Expected carryover from SY20-21	\$ 7,000.00
F - Projected new funding for SY21-22	\$ 105,182.61
G - Total projected funding for SY21-22	\$ 112,182.61

Goals and Planned Actions / Resources

Goal Short Title	Increase student literacy																
Goal Statement	Syracuse Elementary students will increase Pathways to Progress scores overall by 5%; from 64.5% to 69.5% as measured by middle of year Acadience scores.																
Measures to determine progress	Syracuse Elementary students will increase Pathways to Progress scores overall by 5%; from 64.5% to 69.5% as measured by middle of year Acadience scores.																
Action Plan	<ul style="list-style-type: none">Hiring STEM creativity specialist to work with teachers to enhance classroom learning with technology resources.Emphasis on technology to promote college and career readiness.Purchase technology; Audio and video podcast equipment (2 green screens, \$300; 2 Lighting Rig Kits, \$200; 2 Vlogging cameras, \$300; 2 3-person podcast labs, \$550; 3D printing \$206x3=\$618; virtual reality goggles 20x\$35 (\$700); and VR apps (\$100), mobile iPad cart \$600 with iPads (20x\$310=\$6200), etc.InfiniD lab for classroom subscriptions.Faculty meeting missions to model classroom implementation.																
This goal can be categorized as... (choose all that apply)	#PD #Tech #PCBL #SEL #TeacherLeaders #CollegeCareerReady																
District Strategic Plan Area(s)	Student Growth & Achievement Empowered Employees Culture																
Academic area(s) addressed by the goal	Reading Writing 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 - \$56,000.00 <table><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>Tutor salaries</td><td>\$ 51,000.00</td></tr><tr><td>LAND Trust Academic</td><td>Professional and Technical Services</td><td>Spire training from School Specialty</td><td>\$ 2,000.00</td></tr><tr><td></td><td></td><td></td><td></td></tr></tbody></table>	Funding Source	Expense Category	Description	Item Cost	LAND Trust Academic	Salaries & Benefits	Tutor salaries	\$ 51,000.00	LAND Trust Academic	Professional and Technical Services	Spire training from School Specialty	\$ 2,000.00				
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	LAND Trust Academic	Textbooks	Additional Spire kits, level 4 and 5. (6 kits)	\$ 3,000.00
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Goal Short Title	Increase student numeracy												
Goal Statement	Syracuse Elementary students will increase median student growth in mathematics by 5% overall as measured by the middle of year diagnostic assessment among students participating in iReady.												
Measures to determine progress	Syracuse Elementary students will increase median student growth in mathematics by 5% overall as measured by the middle of year diagnostic assessment among students participating in iReady.												
Action Plan	<ul style="list-style-type: none">• Funding i-Ready work texts and online tools, funded by Trust Land funds.• Additional i-Ready licenses paid for with TSSA funds.• Additional i-Ready training for teachers to prepare for CMI, funded by Trust Land funds.• Teacher math specialist will be hired using FTE funds. Specialist will be trained by DSD math supervisor.• Social-Emotional learning strategies will be used to enhance skill acquisition and retention.• Professional development from Ron Clark Academy will also be used to increase student leadership and engagement and create a more student-centered instructional environment.• Teachers will explicitly plan using backwards curriculum design.												
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District Strategic Plan Area(s)	Student Growth & Achievement Empowered Employees Culture												
Academic area(s) addressed by the goal	Mathematics Technology												
Does this action plan include behavioral / character education / leadership efforts?	Yes												
Will LANDTrust funds be used to support the implementation of this goal?	Goal LAND Trust Expense Total - \$22,500.00 <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>Textbooks</td><td>Work text for i-Ready and online tools for teachers.</td><td>\$ 21,000.00</td></tr><tr><td>LAND Trust Academic</td><td>Professional and Technical Services</td><td>Additional i-Ready training to prepare teachers for CMI by curriculum associates.</td><td>\$ 1,500.00</td></tr></table>	Funding Source	Expense Category	Description	Item Cost	LAND Trust Academic	Textbooks	Work text for i-Ready and online tools for teachers.	\$ 21,000.00	LAND Trust Academic	Professional and Technical Services	Additional i-Ready training to prepare teachers for CMI by curriculum associates.	\$ 1,500.00
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Goal Short Title	Social Emotional Learning				
Goal Statement	Syracuse Elementary students will increase self-regulation skills by using MOVE THIS WORLD to explicitly teach students emotional regulation tools.				
Measures to determine progress	<ul style="list-style-type: none"> • We will use the SEL School Assessment and Walk-Through tool. • Student survey data. • Parent survey data. 				
Action Plan	<ul style="list-style-type: none"> • MOVE THIS WORLD will be used daily in classrooms. • Social-Emotional learning strategies will be used to enhance skill acquisition and retention. • Professional development from Ron Clark Academy will also be used to increase student leadership and engagement and create a more student-centered instructional environment. 				
This goal can be categorized as... (choose all that apply)	#PD #Tech #PCBL #SEL #TeacherLeaders #CollegeCareerReady				
District Strategic Plan Area(s)	Student Growth & Achievement Empowered Employees Safety & Security Parent & Community Connections Culture				
Academic area(s) addressed by the goal	Reading Writing Mathematics Health Science Technology Social Studies				
Does this action plan include behavioral / character education / leadership efforts?					
Will LANDTrust funds be used to support the implementation of this goal?	<p>No</p> <p>Goal LAND Trust Expense Total -</p> <table border="1"> <thead> <tr> <th>Funding Source</th> <th>Expense Category</th> <th>Description</th> <th>Item Cost</th> </tr> </thead> </table>	Funding Source	Expense Category	Description	Item Cost
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<i>Goal Short Title</i>	STEM creativity lab
<i>Goal Statement</i>	Syracuse Elementary students will increase 21st century skills in science, technology, engineering, and mathematics as measured by a rubric of 21st century skills.
<i>Measures to determine progress</i>	21st Century skill rubric will be used to create a survey to be given to students pre and post. They will do their own evaluation and determine growth from their pre survey.
<i>Action Plan</i>	<p>Teachers were surveyed about the effectiveness of the LEAN training. Seventy-six percent teachers found it helpful; 24% said it was somewhat helpful.</p> <p>Some teachers responded about the benefits of the training:</p> <p>4th grade teacher: I really appreciated the LEAN training. One of the things that really helped me was feeling the permission to let some things go. As educators, I think that when we try something new and it works, we feel like we have to continue doing it forever. In theory, that's terrific, but there are millions of effective strategies and good tools you can use, and there needs to be a weeding-out process in which you determine which of those things is actually the best. After the LEAN training, my team came back to our classrooms and, together, we went through all of our Math and Science materials, and got rid of piles of materials that were no longer in our curriculum. We re-evaluated the scope and sequence that the fourth grade team had created a few years ago as well. I cut out things like my homework binder (which students used to sign when they didn't complete their homework,) and my back-to-school scavenger hunt, as well as other things. One big change that I made was no longer assigning weekly spelling lists that students were to memorize and test on every week. Instead, we work on spelling patterns and use the district challenge spelling routine. Apart from omitting various items from my classroom and my lesson plans, the most valuable part of the training was the mindset to evaluate the things that I was doing in the classroom to see where I can get the most educational benefit for my students.</p> <p>4th grade teacher: Lean Training was amazing! I generally function in a Lean sort of way. I naturally can prioritize and weed out the extra. Lean helped me do that even more. It helped me to recognize some areas that I could work on (such as my computer files). I had a tendency to just dump things in a general file and then once or twice a year, I would go through and file them more specifically. Now, I make the effort to file it in the correct place the first time. This saves time when filing something, but also when searching for something. We were also taught that it is okay to try something and let it go if it is not working. I would often stick with something for the entire school year even if it wasn't as efficient as it could be because I didn't want to retrain the students. I have now learned to recognize quickly when something isn't working and then tweak it or let it go and try something new. The kids can totally roll with it. I would recommend Lean to any professional.</p> <p>1st grade teacher: LEAN helped me to get my room and curriculum organized so I can focus on teaching standards and not managing things in my room. It helped me to organize my classroom systems, so we lose less time in transitions and our classroom everyday runs more smoothly. It also gave me a chance to reflect on what has value as I plan and prepare for daily instruction.</p> <p>5th grade teacher: Prior to the 2019-2020 school year I attended the LEAN training provided by our school. I have applied many principles from that training to my approach to teaching. Before the LEAN training I sometimes had a mindset that I wouldn't change things in the middle of the school year. I would often think, "Next year</p>

I will change this." I sometimes thought that students would be confused or it would be disruptive to our established routines. After the LEAN training I realized that if something isn't working for me or my students, it is best to change it now rather than waste time on it. Because of this I am more analytical and ask myself frequently if things are working or meeting the purposes or objectives. It has helped me assign and define value to the things I do. If it doesn't provide value (especially for the time spent) I either change it or stop doing it. I have learned to look for wasteful routines, activities, and practices and look for ways to improve or eliminate those things that are wasteful or don't add value.

2nd grade teacher: The LEAN training really helped me as a teacher to simplify my life at school and at home. If I hadn't touched a file in my filing cabinet in a long time, I looked through it and if I didn't think I would use it in the future I recycled it. This really helped me be able to find things that I hadn't been able to find because I had too many files that it got lost. At home I did this in my closet and got rid of a ton of things I was hanging on to for no reason. Another thing I have used in my life and my class is to "touch it once". I have even taught this to my students, and I can see how it has saved us so much time in class. The "touch it once" rule has also helped me at home with my shoes! I have the worst problem; I will take my shoes off by the couch and then leave them there. I decided to use this rule at home because it was becoming a problem. I still use it to this day, and I have a happy husband because I don't have piles of shoes by the couch anymore!

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

#PD|#Tech|#PCBL|#SEL|#TeacherLeaders|#CollegeCareerReady

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|Parent & Community Connections|Culture

Academic area(s) addressed by the goal

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

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 - \$30,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	STEM Creativity Specialist	\$ 20,000.00

	LAND Trust Academic	Software / Technology Hardware < \$5000	Materials as outlined in action plan.	\$ 10,000.00
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Additonal TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Increase student literacy	TSSA	Salaries & Benefits	Teacher stipend for LETRS training.	\$40,000.00
Increase student literacy	TSSA	Software / Technology Hardware < \$5000	i-Ready licenses	\$7,000.00
Increase student numeracy	TSSA	Online Curriculum or Subscriptions	i-Ready supplement with teacher action plan	\$7,000.00
Social Emotional Learning	TSSA	Software / Technology Hardware < \$5000	Ron Clark Academy House System app	\$2,400.00
Social Emotional Learning	TSSA	General Supplies, Other	House shirts for every student and staff member	\$4,000.00
Social Emotional Learning	TSSA	Professional and Technical Services	15 teachers for Ron Clark Academy PD in Atlanta, Georgia, or remote PD if travel unavailable	\$29,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 100,156.00
2. Total projected TSSA funding for SY21-22	\$ 114,189.38
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 14,939.34
3. Total planned TSSA expenditures for SY21-22	\$ 104,339.34
4. Planned TSSA carryover into the SY22-23	\$ 9,850.04

Does the school plan to fund teacher leadership opportunities with TSSA funds?

Yes

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Increase student literacy	LAND Trust Academic	Salaries & Benefits	Tutor salaries	\$51,000.00
Increase student literacy	LAND Trust Academic	Professional and Technical Services	Spire training from School Specialty	\$2,000.00
Increase student literacy	LAND Trust Academic	Textbooks	Additional Spire kits, level 4 and 5. (6 kits)	\$3,000.00
Increase student numeracy	LAND Trust Academic	Textbooks	Work text for i-Ready and online tools for teachers.	\$21,000.00
Increase student numeracy	LAND Trust Academic	Professional and Technical Services	Additional i-Ready training to prepare teachers for CMI by curriculum associates.	\$1,500.00
STEM creativity lab	LAND Trust Academic	Salaries & Benefits	STEM Creativity Specialist	\$20,000.00
STEM creativity lab	LAND Trust Academic	Software / Technology Hardware < \$5000	Materials as outlined in action plan.	\$10,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 105,182.61
G - Total projected funding for next year SY21-22	\$ 112,182.61
H - Total planned expenditures for next year SY21-22	\$ 108,500.00
I - Planned carryover into the following year SY22-23	\$ 3,682.61
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any additional funds will be used to enhance existing goals.
Plan for sharing the school	Labels to identify LAND Trust purchases School newsletter School

LANDTrust plan with the community

website|School marquee

Additional plan for sharing the school LAND Trust plan with the community.

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/13/2021
Number who approved	7
Number who did not approve	1
Number who were absent or abstained	2