



# Teacher Student Success Plan LAND Trust Goals only

Davis Connect 7-12 Online - SY 2024

Principal Stephanie Mouritsen

## 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

Davis Connect Online School (DC) was established by the Davis School District (DSD) as a school/program in 2012. Prior to the 2020-21 school year, K-8 enrollment in the Davis Connect Elementary and Middle School programs were capped at approximately 100 students total. High school students (grades 9-12) were not enrolled directly in Davis Connect, but DC offered independent study courses built in Canvas by Utah and DSD teachers as an online option for high school students enrolled in Davis County traditional high schools. On account of the growing interest in online options and the proven success of Davis Connect's instructional models and design, in the fall of 2019 (prior to COVID-19) it was determined that DC would open K-12 enrollment in the 2020-21 school year for all Utah students and families interested in a full or blended online school experience. Furthermore, additional types of innovative online classes would also be made available. It was and is the intent of the Davis School District to offer families across the state a complete array of online and in-person schooling options that can be flexibly blended based on the needs and preference of the family. This new portfolio of online options include: A live online classroom experience for students K-12. Flexibility allows teachers the freedom to provide large group instruction, small group instruction, and recorded lessons for later review. Regularly scheduled live online instruction is new to K-12 online options in Utah. The "A La Carte" style independent study option remains available for all students 7-12. Independent study allows students the freedom to choose their time of study during the day, progress at their own pace, accelerate their course of study, and explore other subjects and courses of interest. Enrollment in these courses is free of term/quarter restrictions. Registration is open entry and open exit. The independent study curriculum is Canvas based (allows for parent access to curriculum and student progression) and built and maintained by the best DSD teachers. It is designed for the specific needs of Utah families and students. An elementary and middle-school independent study curriculum was made available for parents seeking a more active role in teaching their students at home. DC provides the purchased software and a mentor teacher to monitor progress and the parent provides the direct instruction as supported by the software. These different styles of course offerings support parents to blend their students' schedules based on their family's needs and preferences.

## Description of the School

### Community

Davis Connect K-12 Online School, within the Davis School District, offers the most flexible and the broad array of viable schooling options in Utah.

The unique and innovative options available to students through Davis Connect are:

- Blended Learning: The opportunity to blend a student's schedule and pathway of study between in-person and online experiences based on the individual and personal interests, time commitments, and needs of a family.
- Independent Study: The K-8 independent study option provides parents a more active role in their student's academic experience at home. A complete array of 7-12 independent study options for students and families that want to:
  - Explore new courses and curriculum.
  - Accelerate in a subject their student is interested in.
  - Progress at the student's optimal pace without the additional anxiety and stress of social advancement that can occur when students are expected to learn at the same rate as their peers.
  - Find flexibility in the time of day that their student engages in their schoolwork and interacts with their teachers. This flexibility can be used to support students for a variety of unique and specialized reasons.
- Live Online Classroom: 7-12 live online class offerings with grade level or subject specific teachers.

### Student Body

Davis Connect K-12 Historical Enrollment:

- 2019 - 23
- 2020 - 28

- 2021 - 6,100 students in August 2020, reducing to 4,755 students in April 2021
- 2021-2022 - 509 full time students, enrollment has stabilized at around 5,000 students at the semester change mid-January 2022
- 2022-2023 - 375

#### Davis Connect 7-12 Demographics (January 2023)

- Enrollment - 375
- Female - 52%
- Male - 48%
- McKinney-Vento - 2.4%
- SpEd - 10.4%
- Economically Disadvantaged - 29.9%
- Race/Ethnicity
  - American Native - 1.6%
  - Pacific Islander - 1.1%
  - African American/Black - 1.9%
  - Asian - 2.1%
  - Multiple Races - 5.9%
  - Hispanic - 15.4%
  - Caucasian - 72%

## Staff

#### Employee Diversity

Davis Connect Secondary - 56 employees (12.5% minority)

- American Native - 0%
- Asian - 0%
- African American - 0%
- Caucasian - 87.5%
- Hispanic - 7.1%
- Multiple Races - 5.4%
- Pacific Islander - 0%

#### Gender

- Male - 10.7%
- Female - 89.3%

## School Culture

Davis Connect worked tirelessly to provide service and care to Utah students throughout the pandemic and the school's academic record and previously shared statistics speak to the institution's success during this challenging time. Davis Connect offers a learning environment that meets the needs of a variety of learners. Due to continuing trends in online education for students and personalization in education, Davis Connect is here to stay. Improvements in quality, availability, and effectiveness will continue to grow exponentially.

At this point in the 2022-2023 school year, 32,779 students have entered secondary independent study courses and over 11,000 of these courses have already been successfully completed. Keeping in mind that students continue to work in these courses at their own pace and the 3rd term is still underway and not yet complete. Also, these courses can be exploratory and students can enter and exit freely at any-time. Successful completion rates for first and second term 2022-2023 enrollments are between 65-70%.

Other enhancements to Davis Connect have been the implementation and/or continuation of student leadership, recognition, and extension opportunities with Art Club, Athletics Club, Esports, Honor Roll, HOPE Squad, MESA, Minecraft Mondays, Multicultural Club, National Honor Society, National Junior Honor Society, Student Body Officers, SeaPerch, Student of the Month, Reading Club, Robotics, and Yearbook.

Weekly, our students attend a school-wide advisory class, where they meet with other students in their grade-level and work with their advisory teacher, as well as their grade-level Student Success Mentor, to learn about SEL practices and to set academic goals.

## Unique Features & Challenges

In 2021, a K-12 plan was submitted under Davis Connect K-6 Online for the 2022 school year. In 2022, rather than submit a combined K-12 plan, each of the school plans were submitted under their respective school name and number. Due to the similar enrollment totals during the 2021 school year, the school funding was divided equally between the two schools. This is the second official year of Davis Connect 7-12 submitting a separate TSSP/TSSA plan (as opposed to a combined K-12 plan). We know there may be factors in the upcoming year that could influence our proposed spending due to enrollment fluctuations and the ever-changing needs of our learners.

Some of the unique features of Davis Connect are students having the opportunity to attend school from any online location and, for many students, at a pace that is more personalized to their learning needs.

These unique features also create unique challenges for Davis Connect, including the on-going concerns with student attendance and engagement, which includes the difficulty of building student-to-student, student-to-teacher, and teacher-to-teacher connections and relationships. Finding and retaining highly qualified, technologically savvy substitute teachers who can effectively instruct in the online environment is also a unique challenge.

In order to overcome these challenges, we have implemented some of the following procedures.

#### **Student Attendance and Engagement:**

- **Enrollment Committee** - to review student requests to enroll based on social emotional concerns, family support while learning at home, prior performance in online schooling, current success and attendance in traditional schooling, and credit deficiencies for high school students.
- **Guidelines And Procedures (GAP) Meetings** - to review students who have an Individualized Education Program (IEP) to determine if online is the most appropriate learning environment to meet their learning goals.
- **Attendance Committee** - to review student attendance for those who are chronically absent in live online lessons or not making progress in asynchronous courses.
- **Local Case Management Team** - to review student data for those who are generally attending, engaging, and submitting their work, but who are not being successful academically, in order to determine if there are other interventions, supportive measures, or testing that needs to be implemented.
- **Improved On-boarding** - to support new-to-Davis Connect students and their families to be successful with online learning.
- **Mentors** - to support all fully enrolled in Davis Connect students assigned to their caseload by meeting with them weekly to ensure students are successfully completing work, to review academic goals, and to advocate for any supports needed from teachers, school counselors, or administrators.
- **Teacher Aides** - to support full-time teachers with small group instruction, re-teaching Tier 1, Tier 2, and/or Tier 3 instruction.
- **Technology Aides** - to support students and families with technology support and troubleshooting for all digital school devices and online programs.

#### **Student and Teacher Connection and Relationship Building:**

- **In-person Activities** - increased the number of in-person activities (post-COVID), as families have become more comfortable with gathering for school events, including:
  - Back-to-School Night
  - Field Trips
  - Faculty Meetings
  - Fall Festival
  - Spelling Bee
  - Martin Luther King, Jr. Speech Contest
  - School Clubs
  - District competitions
  - ... more to come.

#### **Substitute Teachers:**

- **Teacher Aides** - working as substitutes for teachers, as needed.
- **Former Online Teachers** - working as long-term substitutes for teachers, as needed.

## **Additional Information**

Davis Connect has learned a lot over the past several years. We will continue to implement changes to become more efficient and effective in our practices to support families.

One option we will continue to offer is online summer school. During the 2020-2021 summer sessions, students paid \$20 to take unlimited summer courses, subsidizing cost to students with district grant money. During the 2021-2022 school year, we used Elementary & Secondary Emergency Relief (ESSR) funding to support students with no fees to take summer courses for original credit in grades 7-12 and credit recovery in grades 9-12. In the 2022-2023 summer session, students paid \$25 per summer course to earn either original or recovery credit (non-DSD students paid \$45 per term course/quarter credit). In the 2022-2023 summer session, students will pay \$35 per summer course, whether original or recovery credit. Learners register for summer courses in an area of interest, to replace existing grades or to earn original credit. These courses are facilitated by highly qualified educators and are self-paced for students to learn on their own time-frame within the June-August schedule. Honors credit designation is awarded for students requesting access to and completing the honors modules within the course. Following course completion, the honors designation is reflected on the student's transcript.

## **Needs Analysis**

### **Notable Achievements**

In June 2020, Davis Connect had a full-time student enrollment of approximately 200 students and around 3,000 different secondary students taking summer independent study courses online. By the end of July 2020, full-time enrollment increased to approximately 1,500 students and it increased again to 6,100 students by the end September. This required Davis Connect to staff/hire in less than a month 60 full-time elementary teachers, 15 full-time secondary teachers and to build a secondary schedule sharing 190 secondary teaching positions with DSD traditional secondary schools. Although challenging, Davis Connect successfully managed the enrollment, the scheduling, and the staffing of a relatively new school that opened the 2020-2021 school year with over 6,100 students. Davis Connect received the 2021 and 2022 Best of State Award in the area of online schools.

### **Areas of Recent Improvement**

#### **2022-2023**

As we began the year, we focused on improving our course completion rate, online engagement and participation, attendance, and adopting a modified school schedule to increase small group Tier one and Tier two instruction time. Teachers participated in quarterly professional development provided by ASU Prep Digital on best online instructional practices. We updated and improved our student handbook including a more rigorous attendance policy. We conducted four in-person faculty meetings where teachers gathered at a central location to collaborate and share information. We implemented new curriculum created by ASU Prep Digital with advanced components for online learning, increased rigor, and diverse opportunities for student engagement. This was our first year to implement and explore in-person field trips for students. We have continued to provide both in-person and virtual activities through our student body officers and student clubs.

## 2021-2022

Davis Connect updated and enhanced our online learning delivery. Our teachers participated in professional development throughout the year and a district-wide Davis Connect Advisory committee was created to involve district professional educators and team members in the vision for our online school as we moved forward to support student learning. We focused on student-teacher or trusted adult (mentors and/or TAs) relationships, and implemented a HOPE Squad. Our Student Body Officers served in school-wide leadership with in-person events and communication with a hot cocoa drive-thru, secondary Valentine dances (junior high and high school), and LYNX LIFE+ & LYNX LIFE+ JR. bi-monthly video series to share school announcements with all K-12 students.

## 2020-2021

The following statistics (as of February 2021) indicated Davis Connect student and teacher success: We had 9 of 10 elementary students (2,000 students) measuring as “engaged” in their live online classes by their elementary teachers. For the mid-year Acadience Reading Test, Davis Connect elementary students’ scores exceeded the State of Utah average and assessed on average with students in DSD’s other 60 traditional elementary schools. Many of Davis Connect’s elementary teachers’ classes were exceeding the mid-level reading scores of their peers who teach in traditional schools from affluent communities. Currently, 88% of high school students were engaged and passing their live online classes, and junior high students measured at 80% success in their live online classes. By February 2021, 32,779 students had entered secondary independent study courses and over 11,000 of these courses had already been successfully completed. Students continued to work in these courses at their own pace and the 3rd term was still underway and not yet complete at the time of this submission. Also, these courses could be exploratory and students could enter and exit freely at any-time. Successful completion rates for 1st and 2nd term enrollments were between 65-70%. In December, a cohort of twelve 7th grade students seeking to accelerate in math, completed the 7th grade independent study math course and tested on the RISE End-of-Level Assessment. These students exceeded state proficiency averages and scored at our school district average. They achieved this while completing the entire year’s curriculum in only one semester. 319 students in K-8 were enrolled in independent study online software and guided by their parents’ instruction along with a mentor teacher. 77% of these students were progressing at or faster than grade level expectations. For the small percentage of students who were not engaged successfully in Davis Connect classes/programs, a team of 10 professionals with varying specialties (ie. ESL, homelessness or domestic instability, low income/internet connectivity, technical support expertise, learning disability, and student motivation) worked to engage them and provide remedial support and services that would extend through the summer months. For students who had not yet been successful, there was a plan to provide extended time and services.

## Areas of Needed Improvement

After implementing the curriculum from several ASU courses during the 2022-23 school year, we found that we have some areas of needed improvement regarding curriculum rigor and auto-grading tools and technology. As we continue to write and revise curriculum to meet the state and district standards, we have a goal to ensure all our courses are designed around PCBL principles, allowing students more voice and choice in the ways they demonstrate competency of those standards. Reviewing survey responses regarding the courses themselves and instructors facilitating them will give us crucial feedback to make continuous improvements.

While we have a large master schedule of courses offered, there is a need to offer additional courses, especially providing more electives and Career and Technical Education (CTE) options, as we are working to be a CTE approved school with the state and need to bolster those pathways. We have found a need for alternative third year math and science options for students, as well as additional concurrent enrollment, advanced placement, and credit recovery course options. Getting information about what additional courses are wanted or needed from our various stakeholders (students, parents, and boundary schools) will be an important part of the process.

Finally, an important needed improvement is the streamlining and programming essential for our summer school registration, which has nearly doubled every year since 2020. In the summer of 2022, 7,802 quarter credits were earned, compared to five years earlier, in 2017, when only 207 quarter credits were earned.

## Prior Year Status Report

### Report progress on PRIOR YEAR 2022 Composite School Plan

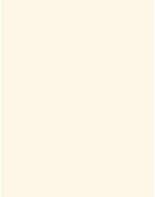
Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
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## Current Year Progress Report

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

Goal description	Progress toward goal	Comments
<p>Davis Connect 7-12 will improve student academic success and achievement in the areas of:</p> <ul style="list-style-type: none"> <li>• Course completion rates</li> <li>• End-of-year testing (ACT, Aspire+, and RISE), and</li> <li>• Graduation</li> </ul> <p>by doing the following:</p> <ul style="list-style-type: none"> <li>• Increasing course completion rates for all online courses by 3%</li> <li>• Raising EOY proficiency scores by 2% in</li> </ul>	<p>Progressing according to plan</p>	<p>Davis Connect 7-12 is making progress toward the following:</p> <ul style="list-style-type: none"> <li>• Increasing course completion rates for all online courses by three percent.</li> <li>• Raising EOY proficiency scores by two percent in all subject areas (English, Math, and Science).</li> <li>• Achieving above average graduation rates when compared to other Utah online schools.</li> </ul> <p>Data is being gathered after each term on course completion rates.</p> <p>Proficiency scores will be collected at the end of year, after ACT, Aspire Plus, and RISE tests are posted.</p> <p>Comparative state graduation rates will not be published until October 2023, but we will request graduation rates from our colleagues in the Utah Virtual Learning Collaborative for</p>

- all subject areas (English, Math, and Science), and
- Achieving above average graduation rates when compared to other Utah online schools.



comparison.

## LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 188,856.09
B - Allocated new funds for Current Year SY22-23	\$ 71,476.75
C - Total Budget for Current Year SY22-23	\$ 260,332.84
D - Projected spending during Current Year SY22-23	\$ 33,993.61
E - Expected carryover from Current Year SY22-23	\$ 226,339.23
F - Projected new funding for Next Year SY23-24	\$ 47,854.20
G - Total projected funding for Next Year SY23-24	\$ 274,193.43

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Student Academic Achievement &amp; Graduation</b>
<i>Goal Statement</i>	<p><b>Davis Connect 7-12 will improve student academic success and achievement in the areas of:</b></p> <ul style="list-style-type: none"> <li>Course completion rates</li> <li>End-of-year (EOY) testing (ACT, Aspire+, and RISE), and</li> <li>Graduation</li> </ul> <p><b>by doing the following:</b></p> <ul style="list-style-type: none"> <li>Increasing course completion rates for all online courses by three percent.</li> <li>Raising EOY proficiency scores by two percent in all subject areas (English, Math, and Science), and</li> <li>Increasing school graduation rate by three percent.</li> </ul>
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	<p>Davis Connect used course completion data, and ACT, Aspire+, and RISE data from SY2022-23 to determine the most critical academic needs.</p> <p><b>Successful completion of these goals will be measured by:</b></p> <ul style="list-style-type: none"> <li>Comparative course completion data from SY2022-23 and SY2023-24.</li> <li>Comparative ACT, Aspire+, and RISE testing results from SY2022-23 and SY2023-24.</li> <li>Comparative graduation rate data from SY2022-23 and SY2023-24.</li> </ul>
<i>Action Plan (please number steps)</i>	<p><b>1. Provide <u>professional development</u> and <u>resources</u> to the employees of Davis Connect (DC) to ensure student academic achievement and progress toward graduation:</b></p> <p><b>a. Action Plan Step #1: <u>Professional Development</u>:</b> Pay for registration fees and subs (and possible travel, depending on funding) for teachers to attend administrator-approved conferences and/or trainings that promote student learning and growth. - <b>Funded with TSSA</b></p>

**b. Action Plan Step #1: Professional Development:** Support educators to prepare for students in their online learning courses by providing seven (7) additional teacher prep days to update and enhance online learning content in Canvas. - *Funded with TSSA*

**c. Action Plan Step #1: Professional Development:** Provide teachers with instructional coaching and professional development, as well as Tier 2 intervention strategies, by providing instructional coaches to work with all educators to enhance student learning in all areas. - *Shared with/funded by K-6 TSSP/A*

**d. Action Plan Step #1: Resources:** Support student learning by providing online teachers with cutting-edge software and updated tech tools and equipment (such as virtual labs, student podcast and filming equipment, document cameras, speakers, headset with whisper-sync microphone, stylus, iPad stands, robotic equipment, 3D printers, and other requested hardware) to successfully teach students in an online learning environment. - *Funded with LAND Trust*

**e. Action Plan Step #1: Resources:** Purchase school-approved educational software, supplies, and materials provided to all teachers, which support student online learning in English, Science, Technology, Engineering, Art, and Math (STEAM). - *Funded with Land TRUST*

**f. Action Plan Step #1: Resources:** Provide grant funding (up to \$100) for Davis Connect educators (based on application and approval) to enhance their access to digital instructional and communication tools and/or subscriptions which improve student learning, student-educator accessibility, and communication with students and families in the online environment. - *Funded with TSSA*

**g. Action Plan Step #1: Resources:** Continue funding to employ a PCBL Assistant (3.9hr/176-day position) to work under the direction of the DC Curriculum Specialist to ensure all online courses reflect USBE's PCBL framework. - *Funded with TSSA*

**h. Action Plan Step #1: Resources:** Pay expert educators stipends to write (or revise previously written) online courses to reflect Utah State Office of Education's (USBE) Personalized Competency-Based Learning (PCBL) framework, to ensure students have voice and choice in how they demonstrate competency toward the Davis Essential Skills and Knowledge (DESK) priority standards for each course in Canvas and for all content areas, to ensure the course outcome is accurately reflecting a student's proficiency toward standards, and ensuring academic integrity, as outlined by the DC Curriculum Specialist and supported by the DC PCBL Assistant. - *Funded with Grant*

## **2. Continue to implement fully functional school-wide Professional Learning Communities (PLCs) to support student academic achievement and progress toward graduation:**

**a. Action Plan Step #2: Professional Learning Communities:** Provide PLC Team Leads with leadership training on analyzing and utilizing student data to implement Tier 2 student intervention strategies, along with training on effectively facilitating a PLC Team. - *Funded with TSSA*

**b. Action Plan Step #2: Professional Learning Communities:** Require PLC Team Leads, teachers, and other staff to meet weekly in PLCs to determine student intervention needs and adjust instruction (based on data), schedule and perform Tier 2 interventions, and report to administration.

**c. Action Plan Step #2: Professional Learning Communities:** Require Grade-level PLC teams to track student interventions and refer students to the Local Case Management Team (LCMT) for additional review and supports.

## **3. Supportive measures will be provided for all Davis Connect 7-12 students, as well as Response to Intervention (RTI) programs for students identified through credit evaluation, benchmark assessments, and growth measure assessments, to ensure student academic achievement and progress toward graduation:**

**a. Action Plan Step #3: Response to Intervention:** Provide all 7-12 students with online tutoring program access to support student academic success outside regular school hours. - *Funded with Grant*

**b. Action Plan Step #3: Response to Intervention:** Purchase and provide literacy assessment for all students and intervention software and curriculum for both general education and Special Education (SPED) students who are achieving at reading levels below their current grade level. - *Funded with LAND Trust*

**c. Action Plan Step #3: Response to Intervention:** Purchase and provide math level assessment for all students and intervention software and curriculum for both general education and SPED students who are achieving at math levels below their current grade level/placements. - *Funded with LAND Trust*

**d. Action Plan Step #3: Response to Intervention:** Hire and train a Special Education (SPED) TA (5.9hr/176-day position) to support learners on Individualized Education Programs (IEP) across all curriculum areas, under the direction of Davis Connect SPED educators. - *Funded with LAND Trust*

**e. Action Plan Step #3: Response to Intervention:** Pay expert educators stipends to write (or revise previously written) credit recovery online courses to provide students with the opportunity to recover credits toward graduation during the regular school year and summer school, as supported by credit recovery course teachers in all core subject areas and by a credit recovery teacher assistant (5.9hr/176-day position). - *Funded with DTL Grant and Funded with LAND Trust*

**f. Action Plan Step #3: Supportive Measures:** Provide a software-only (Edmentum and/or Calvert Learning) online independent study option to families of students in grades 7-8, as supported by a teacher mentor. - *Shared with/funded by K-6 TSSA*

**g. Action Plan Step #3: Supportive Measures:** Hire and train K-12 Technology TAs to support student learners with hardware and software to access curriculum in academic areas, under direction of School Technology Specialist. - *Shared with/funded by K-6 TSSA*

**h. Action Plan Step #3: Supportive Measures:** Continue to provide an A La Carte (ALC) Office Assistant (1 x 5.9hr/176-day position) to monitor student course completion, verify transcripts, and communicate with all stake holders to move students through ALC courses as quickly as possible and/or desired. - *Funded with LAND Trust*

**i. Action Plan Step #3: Supportive Measures:** Continue to provide a College and Career Secretary (5.9hr/176-day position) to work under

the direction of the Career and College Counselor to provide advertisement/information and support to all Concurrent Enrollment (CE), Advanced Placement (AP), and Career & Technical Education (CTE) teachers and to students wishing to take CE, AP, CTE, Internship, Davis Technical College (DTC), Early College, Arizona State University (ASU) Universal Learner Courses (ULC), Snow College dual-enrollment courses, scholarship opportunities, Mastery Transcript, and other college and career related school opportunities. - **Funded with LAND Trust**

**j. Action Plan Step #3: Supportive Measures:** Continue to provide academic Teacher Aides (TA) (5 x 3.9hr/176-day position) to support student learners, especially in English, math, science, and social studies, under the direction of the classroom educator and instructional coaches, to improve student growth and achievement. - **Funded with LAND Trust**

**k. Action Plan Step #3: Supportive Measures:** Continue to provide Student Success Mentors (12 x 3.5hr/176-day position) to support student learners in course completion and credit recovery across all grade levels, under the direction of administrators. - **Funded with LAND Trust**

**l. Action Plan Step #3: Supportive Measures:** Continue to develop and expand Davis Connect's online library audio and e-book offerings for individual student access and needed for class assignments as requested by teachers and facilitated by a certified Library Media Specialist for K-12. - **Funded with LAND Trust**

**m. Action Plan Step #3: Supportive Measures:** Pay for half the contract of a full-time or all of a part-time contract of a secondary counselor to act as the DC College and Career Counselor (part-time) to provide advisement, advertisement/information, and support to all students wishing to take CE, AP, CTE, Internship, Davis Technical College (DTC), Early College, Arizona State University (ASU) Universal Learner Courses (ULC), Snow College dual-enrollment courses, scholarship opportunities, Mastery Transcript, and other college and career related school opportunities. - **Funded with TSSA**

**n. Action Plan Step #3: Supportive Measures:** Purchase SMORE (Newsletter) licenses and a Davis Connect branded app for all educators to communicate with students and families about learning opportunities, classroom assignments and school activities, and counseling department information to promote student engagement and academic success. - **Funded with TSSA**

**o. Action Plan Step #3: Supportive Measures:** Rebrand and promote Davis Connect through marketing and communication via the Davis Connect app, SMORE newsletters, YouTube videos, video school announcements, school call-outs, social media posts, advertising, flyers (digital and mail), and website in order to improve student engagement and academic success, and supported by the following DC positions: Webmaster (assignment), Marketing & Social Media Specialist (3.9hr/176-day position), Audio Visual Specialist (stipend), and Student Government Advisor(s) (stipend). - **Funded with TSSA**

**p. Action Plan Step #3: Supportive Measures:** Offer teachers extra duty stipend pay, the amount per duty determined by the Joint Staff Study Committee (JSSC), to take on additional responsibilities in the school, including: student club advisors and coaches, department chairs, JSSC representatives, and various school committee chair positions. - **Funded with TSSA**

**q. Action Plan Step #3: Supportive Measures:** Support Students and educators by providing a variety of personalized positive incentives and motivators throughout the school year. - **Funded with TSSA**

**r. Action Plan Step #3: Supportive Measures:** Offer summer school opportunities for students throughout Davis School District to retake a class for grade replacement, accelerate in a particular subject area, or recover graduation credit, as supported by the school STS, Tech Support TAs, Registrar, Student Success Mentors, Credit Recovery TA, Counselor, Content Leads, Content/Canvas Curriculum Support, ALC Office Assistants, and Administrative Intern Support (hourly and stipend pay). - **Funded with registration fees**

**s. Action Plan Step #3: Supportive Measures:** Hire and train a Testing Coordinator (3.9hr/176-day position) to work under the direction of administration and Assessment and Evaluation Coordinators (AEC) to plan for, prepare for, and proctor (as needed) all testing, including ACT, Advanced Placement (AP), Aspire+, and RISE, including benchmark testing and growth measure assessments, and provide requested data to all stakeholders. - **Shared with/funded by K-6 TSSA**

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

#PD|#DiversityEngagementInclusion|#Tech|#PCBL|#TeacherLeaders|#GraduationRates|#CollegeCareerReady|#DigitalCitizenship/SafetyPrinciples|

*District Strategic Plan Area(s)*

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

*If you selected 'School Identified Area', please describe*

*Academic area(s) addressed by the goal*

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

*Does this action plan include behavioral / character*

education / leadership efforts?

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

Yes

Goal LAND Trust Expense Total - \$274,193.43

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#1.d: Teacher software and tech tools (Lumio, Gimkit Pro, Kahoot!+, Gizmos, ReadTheory, Screen Pal, Padlet, Scholastic Magazines, and other teacher requested)	\$ 8,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#1.e: Student software, supplies, and materials for English and STEAM (e.g., Esports, robotics, CTE equipment, and other teacher requested)	\$ 650.04
LAND Trust Academic	Online Curriculum or Subscriptions	#3.b & c: Online literacy and math assessment and intervention software and curriculum (e.g. iReady, Acadience/M-Class, SIPPS, MathSpace)	\$ 7,925.00
LAND Trust Academic	Salaries & Benefits	#3.d & e: SPED Teacher Assistant and Credit Recovery Teacher Assistant x 5.9 hr/day 176 days @ \$18,153	\$ 36,306.00
LAND Trust Academic	Salaries & Benefits	#3.h & i: ALC Academic Assistant and Career & College Academic Assistant x 5.9 hr/day 176 days @ \$18,153	\$ 36,306.00
LAND Trust Academic	Salaries & Benefits	#3.j & k: 5 Teacher Assistants and 12 Student Success Mentors x 3.5 hr/day 176 days @ \$12,000	\$ 185,006.39

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

## Additional LAND Trust Questions

### Budget Item List

<b>GoalTitle</b>	<b>Funding Source</b>	<b>Expense Category</b>	<b>Description</b>	<b>Item Cost</b>
Student Academic Achievement & Graduation	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#1.d: Teacher software and tech tools (Lumio, Gimkit Pro, Kahoot!+, Gizmos, ReadTheory, Screen Pal, Padlet, Scholastic Magazines, and other teacher requested)	\$8,000.00
Student Academic Achievement & Graduation	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#1.e: Student software, supplies, and materials for English and STEAM (e.g., Esports, robotics, CTE equipment, and other teacher requested)	\$650.04
Student Academic Achievement & Graduation	LAND Trust Academic	Online Curriculum or Subscriptions	#3.b & c: Online literacy and math assessment and intervention software and curriculum (e.g. iReady, Acadience/M-Class, SIPPS, MathSpace)	\$7,925.00



Student Academic Achievement & Graduation	LAND Trust Academic	Salaries & Benefits	#3.d & e: SPED Teacher Assistant and Credit Recovery Teacher Assistant x 5.9 hr/day 176 days @ \$18,153	\$36,306.00
Student Academic Achievement & Graduation	LAND Trust Academic	Salaries & Benefits	#3.h & i: ALC Academic Assistant and Career & College Academic Assistant x 5.9 hr/day 176 days @ \$18,153	\$36,306.00
Student Academic Achievement & Graduation	LAND Trust Academic	Salaries & Benefits	#3.j & k: 5 Teacher Assistants and 12 Student Success Mentors x 3.5 hr/day 176 days @ \$12,000	\$185,006.39

## Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 47,854.20
G - Total projected funding for Next Year SY23-24	\$ 274,193.43
H - Total planned expenditures for Next Year SY23-24	\$ 274,193.43
I - Planned carryover into the Following Year SY25-26	\$ 0.00
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Excess funding will be used to enhance current goals, software and hardware needs for students and teachers, and online proctoring software. We anticipate that we will need to problem-solve as we continue to enhance our online K-12 school.
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	04/04/2023
Number who approved	11
Number who did not approve	0
Number who were absent or abstained	0