



Teacher Student Success Plan LAND Trust Goals only

Bluff Ridge Elementary - SY 2024

Principal Scott Rogers

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 Bluff Ridge Elementary is to promote learning first for all. To accomplish our purpose, we involve stakeholders in the decisions that directly impact student learning through our Community Council, Parent Teacher Association, Joint Staff School Committee, and informal opportunities. Emphasis is placed on effective instruction, establishing high expectations for all students and educators in each classroom, and providing an equitable and caring learning environment for all students. In addition, we provide support to all students through differentiated instruction and intervention, as well as, supportive and restorative services.

Description of the School

Community

Bluff Ridge Elementary is located at 2680 South Bluff Ridge Drive, Syracuse, UT, which is a suburban area in Davis County, Utah. The school was built in 1999 as a year-round school operating on a four-track-year-round scheduling system. After 17 years on the year-round schedule, the school transitioned to a traditional schedule. We have been on the traditional schedule for six years. Our school is located just east of the Great Salt Lake.

Student Body

Bluff Ridge has a student population of 865 preschool through sixth grade students and two special education-special program self-contained classrooms. Of those students, we have roughly 86% Caucasian, nine percent Hispanic/Latino, three percent Multiple Races, nine percent Asian, zero percent Native American/Alaskan Native, two percent Native

Hawaiian/Pacific Islander, and one percent Black/African American. Risk factors include 11.7% of our students identified as economically disadvantaged, 1.2% having limited English proficiency, and 16.3% receiving special education services.

Staff

Bluff Ridge Elementary has a combined faculty and staff of 91 employees, which include one principal, one administrative intern, 30 certified educators, five special educators, one English language arts coordinator, one school counselor, one-half school psychologist, one full and two half-time speech-language pathologist, five prep-time specialists, 11 special education paraprofessionals, five special education related servers, and 28 classified employees. The average teaching experience at Bluff Ridge Elementary is 10.5 years. We have 40% of our teachers endorsed to teach English as a second language, 26% hold a master's degree, and nine percent hold an endorsement in reading and/or math.

School Culture

Tradition is proud and strong at Bluff Ridge Elementary beginning with a focus on student achievement and progress. Our faculty and staff love coming to work each day and their great attitudes are contagious, making this a great place for all stakeholders. Student learning is our focus and is carried beyond classroom walls through high parental involvement, including an active Parent Teacher Association (PTA), Community Council, and classroom volunteers. Collaboration is evident through weekly Professional Learning Community (PLC) meetings, where teachers on grade-level and cross grade-level teams plan lessons, analyze student data, assess teaching and student learning, and provide site-based professional learning opportunities. We recognize that not all students learn at the same rate but believe all students can progress. At Bluff Ridge, we have a culture of using data that drives our decisions to improve student achievement. Our faculty and staff are supportive of each other because of their strong commitment to help each student and employee reach their full potential.

In addition to the required core curricular components, Bluff Ridge supports extracurricular activities and clubs such as an expanded Robotics Club (after school) and a 6th Grade Orchestra (before school).

Unique Features & Challenges

Bluff Ridge Elementary is recognized in advancing technology integration for student achievement. Our school has one-on-one student device access in grades K-6. We have many teachers specialized in integrating technology and continue to train in blended learning and personalized competency-based learning to enhance and individualize student learning. We establish a high-priority for science technology engineering mathematics (STEM) focused programs including an in-school and after-school physics and robotics program, STEM prep time class for grades K-6, and computer science class for grades K-6. Our 6th grade students participate in an orchestra before school program and perform annually for parents and peers. A Jr. HOPE Squad and Student Council provide 5th and 6th grade students with opportunities to be leaders in our school and support social diversity. We also host a community preschool program with four sessions of classes for three- and four-year-old students. Our school community is instrumental in supporting these programs by contributing to our school-wide fundraising efforts and allocation of Land Trust Funding. Bluff Ridge Elementary survey data shows a need to address social emotional health and pro-social behaviors among the students. Evidence of this need include: 6.5% chronic absenteeism, student survey data indicating a need to incorporate direction instruction of pro-social behaviors and recognition for utilizing skills, recognition of appropriate behaviors, increased supervision before and after school and during transitions, and a proactive anti-bullying plan. Social Emotional Learning (SEL) Walkthrough Tool (self-evaluation) demonstrates a need to improve representation of diverse members of our community. One of our main goals is to align with and support the DSD goal of ensuring that 95% of our students are showing typical or better growth in Reading (Academic Pathways of Progress).

Additional Information

Bluff Ridge Elementary faculty have learned to use Office 365 software, CANVAS, NearPod, and Summit Learning platform to communicate and collaborate with grade-level and cross-grade level teams and parents to support the learning process. Bluff Ridge Elementary was awarded the first NearPod Certified School designation in the state of Utah. Bluff Ridge has also increased parental support of the local PTA and Community Council with active and highly involved parents.

Needs Analysis

Notable Achievements

Bluff Ridge faculty and staff have taken proactive steps to address student discipline. Over a five-year period, the average school discipline referrals to the office were approximately 237 referrals per year. During the 2022-2023 school year, this number has decreased to approximately 100. The faculty and staff incorporated restorative practices, developed a systematic reporting system to communicate with parents earlier in the process, established school expectations for common areas which are reviewed daily on morning announcements, implemented a positive reward and recognition system for positive pro-social behavior among students including a reward and recognition system for faculty and staff to increase acknowledgement of these behaviors. In addition, faculty have received training on behavior intervention from the Davis School District special education department. This year, we reinstated a robust Local Case Management Team process to support struggling students and provide teachers with multi-disciplinary support to ensure MTSS. We initiated the "Bison Basics" system of school-wide expectations: 1) Take care of yourself, 2) Take Care of each other, and 3) Take care of this place. This has resulted in a simple common framework that gives opportunities for common vocabulary and restorative practices. Lastly, we utilize "Exceptional Student Awards" for positive recognitions. All of our students are recognized throughout the year with a free book from the book vending machine and other fun prizes.

Areas of Recent Improvement

Bluff Ridge students in 5th and 6th grades met or exceeded the measured growth progress of 40 in English language arts (ELA), math, and science. Fourth grade students met or exceeded the measured growth progress of 40 in ELA. Measured growth proficient for minority students is 40 or greater in 4th and 6th grade ELA, 5th and 6th grade math, and 5th grade science. Students in grades K-3 have an average of six percent increase of number of proficient students based on middle of end of year Acadience Reading scores over a two-year period. Students in grades K-3 making typical or above typical growth is 71%, 11% over Utah state goal, based on Acadience Reading Pathways of Progress. K students showed an 84% growth from BOY to MOY on the same measure. In every grade level, K-6 the average growth score for Bluff Ridge students, per grade level, was greater than the average for the district.

Areas of Needed Improvement

Bluff Ridge needs to improve in the following areas: Increase the number of students at or above typical progress based on Acadience Pathways of Progress by to reach 80%. Increase the number of students meeting mastery or obtaining a measure growth percentile (MGP) of 40 or greater in grades 3-6 based on RISE Assessments and Davis School District (DSD) writing assessments. Students with disabilities will be targeted to meet and/or exceed the expected measured growth progress of 40 from 30 in English Language Arts (ELA), 19 in math, and 26 in science, and increase the number of students proficient by at least three percent from the previous year. Special attention was given to Special Education subpopulation in TSI status. Focus on quality instruction and intervention has already show adequate progress for one year. We expect to be taken off the TSI (Targeted Student Improvement) list for next year due to sustained growth. We will continue to progress towards Social Emotional Learning (SEL) understanding and pedagogical practices. In addition, we will focus efforts need to be made towards the inclusion of diverse community members.

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')
Kindergarten student performance and learning will improve in English Language Arts as measured by student outcomes on a grade-level appropriate writing product that is informed by reading text.	Met goal	<p>Kindergarten students showed a total of 88.8% growth on this goal. All action steps were completed.</p> <p>Weekly grade level collaborations and monthly PLCs were employed. We will continue to participate in targeted Tier I professional learning (such as LETRS) related to school improvement goals. Purchasing net support software to provide progress monitoring tools and opportunities for more data-driven collaboration meetings. Finally, increase collaboration with Literacy Coach and cross grade teams to identify instructional needs, resources, and professional learning. We recognize the need to have better trained TAs to support Tier II & III interventions.</p>
Kindergarten students will show increased growth on the Acadience Pathways to Progress report from beginning of year to end of year.	Met goal	<p>The goal was to move from 59% of students showing typical or above growth on Acadience Pathways of Progress to increase to 62%. This goal was met with 70.2% of students showing typical or better growth in these scores. Weekly grade level collaborations and monthly PLCs were employed. We will continue to participate in targeted Tier I professional learning (such as LETRS) related to school improvement goals. Purchasing net support software to provide progress monitoring tools and opportunities for more data-driven collaboration meetings. Finally, increase collaboration with Literacy Coach and cross grade teams to identify instructional needs, resources, and professional learning. We recognize the need to have better trained TAs to support Tier II & III interventions.no response provided</p>
First grade students will show increased growth on the Acadience Pathways to Progress report from beginning of year to end of year.	Did not meet goal	<p>The prior year showed 66% of first graders meeting typical or better growth on Acadience Pathways of Progress. The goal was 78%. Unfortunately, this goal was not met, although there was significant growth of 10%. This year 76% of first graders were at typical or above growth by the end of the year (EOY). Weekly grade level collaborations and monthly PLCs were employed. We will continue to participate in targeted Tier I professional learning (such as LETRS) related to school improvement goals. Purchasing net support software to provide progress monitoring tools and opportunities for more data-driven collaboration meetings. Finally, increase collaboration with Literacy Coach and cross grade teams to identify instructional needs, resources, and professional learning. We recognize the need to have better trained TAs to support Tier II & III interventions.</p>
Second grade student performance and learning will	Met goal	<p>The average increase in growth scores for second graders in reading was 14.81% This goal was met. Weekly grade level collaborations and monthly PLCs were employed. We will continue to participate in targeted Tier I</p>

improve in English Language Arts as measured by student outcomes on a grade-level appropriate decoding assessment.		professional learning (such as LETRS) related to school improvement goals. Purchasing net support software to provide progress monitoring tools and opportunities for more data-driven collaboration meetings. Finally, increase collaboration with Literacy Coach and cross grade teams to identify instructional needs, resources, and professional learning. We recognize the need to have better trained TAs to support Tier II & III interventions. Purchase of high interest texts and to help teach decoding skills and engage students seemed to be very successful.
Third grade student performance and learning will improve in English Language Arts as measured by student outcomes on grade-level appropriate reading comprehension assessments.	Did not meet goal	Sixty-three percent of third grade students showed proficiency on reading comprehension as measured by the McGraw-Hill reading comprehension assessments. The goal was 80% and was not met. Data are showing that third grade needs to more fully implement the science of reading (LETRS) model. Weekly grade level collaborations and monthly PLCS were employed. We will continue to participate in targeted Tier I professional learning (such as LETRS) related to school improvement goals. Purchasing net support software to provide progress monitoring tools and opportunities for more data-driven collaboration meetings. Finally, increase collaboration with Literacy Coach and cross grade teams to identify instructional needs, resources, and professional learning. We recognize the need to have better trained TAs to support Tier II & III interventions.
Fourth through sixth grade student performance and learning will improve in English Language Arts as measure by student outcomes on a grade-level appropriate writing product that is informed by reading text.	Did not meet goal	4th-6th grade students scored an average of 78% growth as measured on the common grade level writing rubrics. This goal was to reach 80% and was not met for 4th-6th graders in proficiency or growth, although, notable progress was made. Weekly grade level collaborations and monthly PLCS were employed. We will continue to participate in targeted Tier I professional learning (such as LETRS) related to school improvement goals. Purchasing net support software to provide progress monitoring tools and opportunities for more data-driven collaboration meetings. Finally, increase collaboration with Literacy Coach and cross grade teams to identify instructional needs, resources, and professional learning. We recognize the need to have better trained TAs to support Tier II & III interventions.
Improve student and staff relationships to improve school climate and build a sense of community and safety by implementing Social Emotional Learning (SEL) strategies as measured by SEL Walkthrough Tool and DSD Climate Surveys.	Did not meet goal	An estimated 50% implementation of morning meeting or buddy up system occurred in grades K-6. Staff were trained on Pure Edge and classes receive the curriculum and instruction. Climate surveys were not completed as planned. Weekly newsletters were sent out 99% of the time. There were safe and inviting spaces set aside for students and staff to have mindful moments. Weekly grade level collaborations and monthly PLCs were employed. We will continue to participate in targeted Tier I professional learning (such as LETRS) related to school improvement goals. Purchasing net support software to provide progress monitoring tools and opportunities for more data-driven collaboration meetings. Finally, increase collaboration with Literacy Coach and cross grade teams to identify instructional needs, resources, and professional learning. We recognize the need to have better trained TAs to support Tier II & III interventions.

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Kindergarten students will show increased growth on the Acadience Pathways to Progress report from beginning of year to end of year. Eighty-one percent of kindergarten students show typical or above typical growth on Acadience Reading Pathways of Progress. The goal is to increase to 84%.	Progressing according to plan	ESGI software was purchased for progress monitoring. Stipends were paid from Trustlands for professional learning and collaboration. There has been a tutoring program after school and an increased Robotics Club. At MOY, 84% of kindergartenn students tested at typical or above levels in reading. Great growth in this area.
First grade students will show increased growth on Acadience Pathways to Progress report from beginning of year to end of year. Sixty-eight percent of first grade students show typical or above typical growth on Acadience Reading Pathways of Progress. The goal is to increase to 71%.	Progressing according to plan	<p>All 5 steps have been implemented. Lots of new and exciting coollaboration happening with weekly meetings and monthly PLC meetings.</p> <ol style="list-style-type: none"> 1. Weekly grade-level professional learning community (PLC) following the Dufour PLC model. Teacher professional learning stipend funded by LAND Trust: certified teacher stipend paid for PLC meetings (five first-grade teachers) at \$1,000 per teacher (\$1,330 with taxes and SS). 2. Before/after school remediation/enrichment programs provided by certified teacher. Hourly extra-duty stipend paid to teachers who provide the remediation/enrichment program with a total of 80 hours per grade-level. 3. Collaborate with English language arts (ELA) coordinator and cross-grade teams to identify instructional needs, resources, and professional learning. 4. Participate in targeted Tier I professional learning on principles and pedagogy related to TSSP goals 5. Purchase instructional materials to support student's literacy instruction.
Second grade student performance and learning will improve in English Language Arts as measured by student outcomes on a grade-level decoding assessment. Second grade students, scoring below or well-below on beginning of year (BOY) Acadience Composite, will be 87% proficient in phonics and word recognition and/or show	Progressing according to plan	Use of data meetings and collaborations seems to be improving. Stipends were paid from Trustlands for professional learning and collaboration. There has been a tutoring program after school and an increased Robotics Club. All teachers have participated in targeted Tier I instructional improvement strategies (LETRS).

three percent growth from beginning of year to end of year as measured by the Core Phonics assessment.

Third grade student performance and learning will improve in English Language Arts as measured by student outcomes on grade-level appropriate reading comprehension assessments. Third grade students will be 80% proficient on reading comprehension as measured by a grade-level common formative reading comprehension assessment.

Progressing according to plan

Action steps one through six have been fully implemented or completed. All teachers have completed LETRS trainings. Stipends have also been paid. We have more work to do with our TSI goals to prepare special education students to take the RISE. Progress monitoring has been inconsistent but is improving.

1. Weekly grade-level professional learning community (PLC) following the Dufour PLC model. LAND Trust funds will be used to provide for a teacher professional learning stipend: certified teacher stipend for PLC meetings (two kindergarten and five special education teachers) at \$1,000 per teacher (\$1,330 with taxes and SS).
2. Before/after school remediation/enrichment programs provided by certified teacher. Hourly extra-duty stipend paid to teachers who provide the remediation/enrichment program with a total of 80 hours per grade-level.
3. Collaborate with English language arts (ELA) coordinator and cross-grade teams to identify instructional needs, resources, and professional learning.
4. Participate in targeted Tier I professional learning on principles and pedagogy related to TSSP goals.
5. Purchase instructional materials to support student's literacy instruction.
6. Hire an educator (1.0 FTE) and/or paraprofessionals to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments funded by LAND Trust. Reducing class/group size will allow the teachers to target specific academic needs and provide tailored instruction through increased educator-student interaction during whole class instruction for at-risk to advanced students. In addition, smaller class/group size will increase opportunities for explicit interventions for at-risk students and improve growth rates.
7. Identify Students with Disabilities that have not met proficiency and growth standards for 1+ years which led to the designation of Bluff

Fourth and fifth grade student performance and learning will improve in English Language Arts as measured by student outcomes on a grade-level appropriate writing product that is informed by reading text. Eighty percent of fourth and fifth grade students will be proficient and/or show 40% growth from beginning of year (BOY) to end of year (EOY) English language arts as determined by a grade-level common formative writing rubric.

Progressing according to plan

Ridge Elementary as a Targeted Support and Improvement (TSI) school under Every Student Succeeds Act (ESSA):

- Special Education teachers and general education teachers will identify students who have not met growth standards on RISE assessments and
- Progress monitoring of students will be conducted utilizing grade-level common formative assessments
- Special education IEP goal review will be conducted in grade-level/department level PLCs
- PLCs will be implemented with representatives of the special education team and general education teachers with identified students

Action steps 1-6 have been completed. We are working on step seven in order to progress monitor students in special education that have been previously identified as TSI. WE expect to be out of TSI by next year.

1. Weekly grade-level professional learning community (PLC) following the Dufour PLC model. Teacher professional learning stipend: certified teacher stipend for PLC meetings (two kindergarten and five special education teachers) at \$1,000 per teacher (\$1,330 with taxes and SS).
2. Before/after school remediation/enrichment programs provided by certified teacher. Hourly extra-duty stipend paid to teachers who provide the remediation/enrichment program with a total of 80 hours per grade-level.
3. Collaborate with English language arts (ELA) coordinator and cross-grade teams to identify instructional needs, resources, and professional learning.
4. Participate in targeted Tier I professional learning on principles and pedagogy related to TSSP goals.
5. Purchase instructional materials to support student's literacy instruction.
6. Stipend for LETRS professional learning course units three to four at \$300 per unit (\$399 with taxes and SS) per unit; nine fourth and fifth grade teachers.
7. Identify Students with Disabilities that have not met proficiency and growth standards for one plus years which led to the designation of

Sixth grade student performance and learning will improve in English Language Arts as measured by student outcomes on a grade-level appropriate writing product that is informed by reading text. Eighty percent of sixth grade students will score a three or higher on grade-level writing as measured by current grade-level common writing rubric in the area of text evidence.

Progressing according to plan

Action steps one through six have been fully implemented or completed. All teachers have completed LETRS trainings. Stipends have also been paid. We have more work to do with our TSI goals to prepare special education students to take the RISE. Progress monitoring has been inconsistent but is improving.

1. Weekly grade-level professional learning community (PLC) following the Dufour PLC model. Teacher professional learning stipend: certified teacher stipend for PLC meetings (two kindergarten and five special education teachers) at \$1,000 per teacher (\$1,330 with taxes and SS).
2. Before/after school remediation/enrichment programs provided by certified teacher. Hourly extra-duty stipend paid to teachers who provide the remediation/enrichment program with a total of 80 hours per grade-

Bluff Ridge Elementary as a Targeted Support and Improvement (TSI) school under Every Student Succeeds Act (ESSA):

- Special Education teachers and general education teachers will identify students who have not met growth standards on RISE assessments.
- Progress monitoring of students will be conducted utilizing grade-level common formative assessments.
- Special education IEP goal review will be conducted in grade-level/department level PLCs.
- PLCs will be implemented with representatives of the special education team and general education teachers with identified students.
- Hire paraprofessionals to support class/group size reduction in special education. Reducing class/group size will allow the teachers to target specific academic needs and provide tailored instruction through increased educator-student interaction during whole class instruction for at-risk to advanced students. In addition, smaller class/group size will increase opportunities for explicit interventions for at-risk students and improve growth rates.

Improve student and staff relationships to improve school climate and build a sense of community and safety by implementing

Progressing according to plan

Counselor is hired and working hard on SEL goal. School climate is softer and more caring according to PTA feedback. Implemented the "Bison Basics"

level.

3. Collaborate with English language arts (ELA) coordinator and cross-grade teams to identify instructional needs, resources, and professional learning.
4. Participate in targeted Tier I professional learning on principles and pedagogy related to TSSP goals.
5. Purchase instructional materials to support student's literacy instruction.
6. Stipend for LETRS professional learning course units three to four at \$300 per unit (\$399 with taxes and SS) per unit; nine fourth and fifth grade teachers.
7. Identify Students with Disabilities that have not met proficiency and growth standards for one plus years which led to the designation of Bluff Ridge Elementary as a Targeted Support and Improvement (TSI) school under Every Student Succeeds Act (ESSA):
 - Special Education teachers and general education teachers will identify students who have not met growth standards on RISE assessments.
 - Progress monitoring of students will be conducted utilizing grade-level common formative assessments.
 - Special education IEP goal review will be conducted in grade-level/department level PLCs.
 - PLCs will be implemented with representatives of the special education team and general education teachers with identified students.
 - Hire paraprofessionals to support class/group size reduction in special education. Reducing class/group size will allow the teachers to target specific academic needs and provide tailored instruction through increased educator-student interaction during whole class instruction for at-risk to advanced students. In addition, smaller class/group size will increase opportunities for explicit interventions for at-risk students and improve growth rates.

Social Emotional Learning (SEL) strategies as measured by Davis School District (DSD) SEL Walkthrough Tool, DSD Climate Surveys, and Sharp Surveys.

for common vocabulary and restorative framework. Focusing on decreasing out of school suspensions. Flexible office staff hours has been a positive game changer for us.

1. Train staff and students on self-awareness and self-management strategies using Pure Edge strategies.
2. Hire 0.5 FTE counselor from TSSA funds.
3. Hire office staff with flexible hours to support students in unstructured learning environments.
4. Professional learning and implementation of restorative practices into discipline procedures.
5. Morning Meeting and/or Buddy Up System implemented in each classroom grades K-6.
6. Bluff Ridge and DSD SEL team will evaluate data related to discipline and SEL survey data to identify and implement SEL practices school-wide.
7. Home-school connection of goal and home resources.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 58,274.29
B - Allocated new funds for Current Year SY22-23	\$ 106,563.02
C - Total Budget for Current Year SY22-23	\$ 164,837.31
D - Projected spending during Current Year SY22-23	\$ 112,030.00
E - Expected carryover from Current Year SY22-23	\$ 52,807.31
F - Projected new funding for Next Year SY23-24	\$ 128,874.67
G - Total projected funding for Next Year SY23-24	\$ 181,681.98

Goals and Planned Actions / Resources

Goal Short Title	READING
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Goal Statement	<p>Eighty percent of all K-6 students will make typical or above growth in reading as measured by the Acadience Pathways of Progress from the beginning of the year (BOY) to the end of the school year (EOY).</p> <p>SPED students in grades K-6 will make 20% growth towards their achievement targets as measured by the LETRS Phonics Survey from the beginning of the school year (BOY) to the end of the school year (EOY).</p>
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	This goal is aligned with the DSD goal in reading to ensure that 95% of all students are achieving typical or above reading scores by the end of 2026. The chief measure is the Acadience Pathways of Progress report for the end of the school year (EOY). Reading has been identified as an area or most critical need in our school and district. The goal also includes MTSS and progress monitoring for SPED students as a part of TSI status.
Action Plan (please number steps)	<p>1. Hire TAs (Tutors) for grades K-6 at 10 hours per week per TA per grade level to assist with Tier II and III interventions and small group work.</p> <p>2. Addition of .5 FTE teacher to address class size reduction and improve Tier I instruction.</p> <p>3. Purchase Lexia Learning software for students in grades 4-6 to support personalized learning for all students. Note that grades K-3 have a state grant to provide Lexia Learning software.</p>
This goal can be categorized as... (choose all that apply)	#PD #TSISubGroups #Tech
District Strategic Plan Area(s)	Student Growth & Achievement
If you selected 'School Identified Area', please describe	
Academic area(s) addressed by the goal	Reading
Does this action plan include behavioral / character education / leadership efforts?	
Will LANDTrust funds be used to support the implementation of this	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$78,750.00</p>

goal?

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	1. Teacher aide salaries and benefits for Seven TA positions at 10 hours per position in grades K-6 (7 @ \$6,250= \$43,750)	\$ 43,750.00
LAND Trust Academic	Salaries & Benefits	2. Addition of .5 Teacher for class size reduction	\$ 35,000.00

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

Goal Short Title

MATH

Goal Statement

Sixty-five percent of all K-3 grade students will make typical or above growth in math as measured by Acadience Math from the beginning of the school year (BOY) to the end of the school year (EOY). In addition, eighty percent of 4-6 graders will show mastery of 80% or better on a Common Formative Assessment for a pre-identified math standard administered at BOY & EOY.

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

Measures

Acadience Math is both valid and reliable as use to monitor student achievement growth. For grades 4-6 we will use a Common Formative Assessment of a pre-determined math standard to measure student progress and growth. The goal will be for 80% of all students to show mastery of 80% or higher as measured from BOY to EOY. SPED students will be measured on their 20% growth goal based on achievement targets identified in their IEPs to address TSI status.

Action Plan (please number steps)

1. Hire TAs (Tutors) for grades K-6 at 10 hours per week per TA per grade level to assist with Tier II and III interventions and small group work.
2. Addition of .5 FTE teacher to address class size reduction and improve Tier I instruction.
3. Purchase Imagine Math software for all students to support personalized learning in math for all students.

<i>This goal can be categorized as... (choose all that apply)</i>	#PD #TSISubGroups #Tech																
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement																
<i>If you selected 'School Identified Area', please describe</i>																	
<i>Academic area(s) addressed by the goal</i>	Mathematics																
<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 - \$97,750.00</p> <table> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>1. Hire tutors for grades K-6 to help with Tier II & III interventions and small group work. Hire seven tutors at 10 hours per week per grade level (7 x \$6,250= \$43,750)</td> <td>\$ 43,750.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>2. Hire .5 FTE class size reduction teacher.</td> <td>\$ 35,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Professional and Technical Services</td> <td>3. Purchase Imagine Math licenses for all students for personalized learning.</td> <td>\$ 19,000.00</td> </tr> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	1. Hire tutors for grades K-6 to help with Tier II & III interventions and small group work. Hire seven tutors at 10 hours per week per grade level (7 x \$6,250= \$43,750)	\$ 43,750.00	LAND Trust Academic	Salaries & Benefits	2. Hire .5 FTE class size reduction teacher.	\$ 35,000.00	LAND Trust Academic	Professional and Technical Services	3. Purchase Imagine Math licenses for all students for personalized learning.	\$ 19,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>														
LAND Trust Academic	Salaries & Benefits	1. Hire tutors for grades K-6 to help with Tier II & III interventions and small group work. Hire seven tutors at 10 hours per week per grade level (7 x \$6,250= \$43,750)	\$ 43,750.00														
LAND Trust Academic	Salaries & Benefits	2. Hire .5 FTE class size reduction teacher.	\$ 35,000.00														
LAND Trust Academic	Professional and Technical Services	3. Purchase Imagine Math licenses for all students for personalized learning.	\$ 19,000.00														
<i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i>																	

<i>Goal Short Title</i>	TSSA
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Goal Statement	This is a TSSA goal only and not a Trustlands goal. The main purpose of the TSSA portion is to support teachers, school SEL climate and culture, district initiatives and goals, and teachers in various ways.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	N/A. No Trustlands funding will be used to imlement this TSSA goal or action steps.
Action Plan (please number steps)	<div>1. Hire a .5 School Counselor</div> <div>2. Hire a part-time Office Secretary</div> <div>3. Hire a part-time Lunch Supervisor</div> <div>4. Technology Budget</div> <div>5. Audio Systems (4 Per Year)</div> <div>6. Field Trips (1,000 Per Grade Level)</div> <div>7. Hire a .5 Literacy Coach</div> <div>8. Pay Cost of 1 Contract Day</div> <div>9. Video Cameras</div> <div>10. Summer Library</div> <div>11. Class Creator/Class Solver</div>
This goal can be categorized as... (choose all that apply)	#PD #Tech
District Strategic Plan Area(s)	Empowered Employees Culture Parent & Community Connections
If you selected 'School Identified Area', please describe	
Academic area(s) addressed by the goal	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 - \$0.00
If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.	

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
MATH	LAND Trust Academic	Salaries & Benefits	1. Hire tutors for grades K-6 to help with Tier II & III interventions and small group work. Hire seven tutors at 10 hours per week per grade level (7 x \$6,250= \$43,750)	\$43,750.00
MATH	LAND Trust Academic	Salaries & Benefits	2. Hire .5 FTE class size reduction teacher.	\$35,000.00
MATH	LAND Trust Academic	Professional and Technical Services	3. Purchase Imagine Math licenses for all students for personalized learning.	\$19,000.00
READING	LAND Trust Academic	Salaries & Benefits	1. Teacher aide salaries and benefits for Seven TA positions at 10 hours per position in grades K-6 (7 @ \$6,250= \$43,750)	\$43,750.00
READING	LAND Trust Academic	Salaries & Benefits	2. Addition of .5 Teacher for class size reduction	\$35,000.00

Summary of Planned Expenditures

F - Projected new funding for Next	\$ 128,874.67
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Year SY23-24	
G - Total projected funding for Next Year SY23-24	\$ 181,681.98
H - Total planned expenditures for Next Year SY23-24	\$ 176,500.00
I - Planned carryover into the Following Year SY25-26	\$ 5,181.98
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	We have promised to use all carryover funds by the end of the fiscal year 2024. We are hiring 1.0 FTE in class size reduction and seven new TAs formerly paid from ESSERIII/CARES funding to provide teacher and student support along with Tier II and III interventions. In addition, we will use any further carryover funds to purchase software personalized learning program licenses in reading & Math for students. We will enhance existing goals and supplement one-on-one device technology for learning if there are additional funds available.
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	03/07/2023
Number who approved	17
Number who did not approve	0
Number who were absent or abstained	1