



Teacher Student Success Act TSSA Budget only

King Elementary - SY 2024

Principal Alisha Johnson

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 King Elementary is to promote the mission of learning first for all students. To accomplish our purpose, we will provide a student-centered and adaptive learning environment that promotes collaboration, fosters accountability, and cultivates grit through rigorous and relevant educational activities.

Description of the School

Community

King Elementary is located in Layton City. It serves a primarily suburban community. We have a broad economic profile which consists of high middle class, middle class and poverty. We are located at 601 E. 1000 N. Layton, UT. 84041.

Student Body

King has approximately 502 students of which the two largest ethnicities are Caucasian (74%), and Hispanic (19%). Of our students, 46% are economically disadvantaged and 22% receive special education services.

Staff

King has 26 highly qualified teachers plus over 15 classified staff that work directly with children. All classified staff are highly qualified.

School Culture

King Elementary creates an environment for student learning based on Davis Essential Skills and Knowledge (DESK) objective driven structure. Parents are encouraged to participate in student learning through volunteer work either in the classroom or on committees. Teachers participate in Davis Collaborative Teams or Professional Learning Communities (PLCs).

Unique Features & Challenges

Each student brings his/her own individual needs, both academically and socially to our school. Our building houses both a Title I preschool and multiple special education programs. We continually strive to get parents to understand the importance of education and school attendance. Our building is over 35 years old and in need of several upgrades, including upgrades to the entrance and access to the school for safety. Nearly half of our school's student population are economically disadvantaged.

Additional Information

We are a Title I school and have written and received several grants to help students access the curriculum and ensure an enriched education with the use of technology.

Needs Analysis

Notable Achievements

E.G. King Elementary has historically featured multiple enrichment programs that include school choirs, STEM clubs, Lego Robotics clubs, STARBASE and STARBASE 2.0 STEM programs, and an after-school program that puts on a production each year. King features a reading intervention program called Lion Academy that runs before and after school to provide at-risk students additional opportunities to improve their literacy skills. King also features strong student leadership opportunities through Student Council, Jr. Hope Squad, and Jr. Coaches programs.

Areas of Recent Improvement

Maintaining a strong technology infrastructure to facilitate personalized learning has been a focus for several years. King has achieved a one-to-one device to student ratio through employing the use of iPads and Chromebooks across all grade-levels. Computer adaptive software licenses were received through a STEM Action Center grant that allows our students to access digital support to existing curriculum. For the past three years, a renewed focus on professional development related to trauma-informed practices, social emotional learning (SEL), and restorative practices have contributed to a safe and positive culture at school for both students and staff members.

Areas of Needed Improvement

Professional development efforts to align classroom instructional pedagogies with USBE's personalized competency-based learning (PCBL) initiatives has improved. Building collective teacher efficacy through additional professional development surrounding professional learning communities (PLCs) both at the local level and collectively within the district continues to be a point of emphasis. Building understanding among community members and school staff continues to drive school improvement efforts and planning. Through PCBL instructional pedagogies and additional PLC training, King Elementary hopes to improve teacher interdependency and morale, while elevating proficiency and

growth in both literacy and math. Community involvement and support surrounding education in general continues to be a critical concern.

TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 18,419.73
TSSA Current Year SY22-23 New Funding	\$ 77,607.00
TSSA Total funding for Current Year SY22-23	\$ 96,026.73
TSSA Current Year SY22-23 Anticipated Spending	\$ 96,026.73
TSSA Expected balance carried over into Next Year SY23-24	\$ 0.00
TSSA Anticipated new funding for Next Year SY23-24	\$ 95,681.00
TSSA Total funding available	\$ 95,681.00

for Next
Year
SY23-24

Describe
your
school's
Current
Year
SY22-23
Progress
for TSSA
Spending

TSSA funding allowed our school to provide additional office/technology infrastructure support for our school. It provided training for staff members on our school's PBIS system. We also used TSSA to pay for an extra teacher planning day. TSSA supported programs like STEM club, Jr. Coaches, Jr. Hope Squad, Reading Intervention programs (SIPPS), and multi-cultural appreciation clubs. It was also used to buy supplies for these programs, as well as provide money to pay salaries and benefits for employees involved in these endeavors.

SEL Goals and Planned Actions / Resources

<i>Choose the focus of this SEL goal then select all applicable programs from the dropdown boxes</i>	Promote SEL for Students.
<i>Building school SEL foundational support, commitment, and ownership</i>	School Community SEL Events
<i>SEL with faculty and staff:</i>	
<i>Promoting SEL for students -- Explicit Instruction</i>	Second Step
<i>The summarized SEL goal</i>	
<i>Promoting SEL for students -- Daily practices integrated in classroom instruction</i>	Welcoming Routines: : Start the school day or class period, to build community and connect to the work ahead.
<i>Promoting SEL for students -- Schoolwide and Classroom Learning Environments</i>	Restorative Practices Attendance Practices Bullying Prevention
<i>SEL Goal Statement</i>	King Elementary will provide a safe and supportive learning environment by strengthening student SEL competencies in both relationship skills and social awareness.
<i>This school SEL goal and implementation plan will</i>	DSD SEL Walkthrough DSD Climate Survey

be measured by using

Our school needs professional learning in

Direct Instruction using SEL Curriculum
Restorative Practices
Attendance Practices
Bullying Prevention
SEL 3 Daily Practices Integrated in Classroom Instruction

SEL Action Plan (please number steps)

1. All faculty will be trained in how to use the Second Step curriculum.
2. Back to school night will provide parents with resources linked to the Second Step curriculum.
3. K-6 teachers will be expected to deliver weekly Second Step lessons to their class from a school-wide scope and sequence curriculum map.
4. Restorative practices strategies will be implemented within classroom management plans in every classroom.
5. K-6 teachers will be expected to participate in daily morning routines (circles) utilizing a common prompt.
6. 5th & 6th Grade teachers will have their students participate in an anti-bullying program in collaboration with the school counselor and Jr. Hope Squad.
7. A Check-in/Check-out will be implemented to reduce absenteeism among students.
8. A school SEL team will organize and promote a student focused SEL celebration for SEL day.

SEL Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$11,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Staff to facilitate Check-in/Check-out Attendance Intervention Program	\$ 10,000.00
TSSA	General Supplies, Other	Supplies for Check-in/Check-out Program	\$ 1,500.00

Goals and Planned Actions / Resources

Goal Short Title

Pathways of Progress Cohort Literacy Goal

Goal Statement

In grades K-6, student growth towards learning reading skills was measured by utilizing Pathways of Progress growth bands (typical, above typical, or well-above typical growth)

on Acadience Reading Assessments. Based on MOY 2022-2023 student cohort data (K-5), grades 1st – 6th will increase the percentage of students who achieve typical, above typical, or well above typical growth by seven percent during the 2023-2024 school year.

TSI SCHOOL

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

Measures

Acadience Reading Middle of Year (MOY) Pathways of Progress Data (2023-2024)

Action Plan (please number steps)

1. Teachers will set Pathways of Progress Goals by Oct. 1st for each student. Teachers will communicate the goals to both students and parents.
2. Teachers will discuss Progress Monitoring Data as they consult the Pathways of Progress aim lines at PLCs leading up to the MOY Acadience benchmark in January.
3. Teachers will be trained on how to progress monitor using mClass. Teachers will use progress monitoring data to strategically group students for targeted interventions during the year.
4. Teachers and instructional assistants will be trained on how to implement SIPPS & Sound Partners Reading Intervention Programs with students.
5. Teachers will use iReady software data to help monitor the effectiveness of their instruction. (LAND TRUST FUNDS)
6. Teachers will participate in PLC-focused professional development and will be incentivized to effectively implement PLC strategies while working interdependently by providing teachers with stipends. The PLC PD will build capacity for action research instructional strategies that will be utilized by teachers.
7. Teachers will meet regularly in PLCs to review student responses to interventions, student progress, and to adjust student groups. Specific TSI sub-groups will be monitored.
8. Teachers will utilize computers, headphones, software, and other technology to build students' vocabulary and address reading skill deficiencies. (LAND TRUST FUNDS)
9. Provisional teachers will participate in a school-directed mentoring program and career teachers will participate in job-embedded professional development opportunities. This will be accomplished by purchasing substitutes to facilitate both programs. (LAND TRUST FUNDS)
10. Teachers will use Scholastic News, Mystery Science, and Generation Genius as a supplementary online curriculum to help students develop reading skills through the use of authentic and relevant text. (LAND TRUST FUNDS)
11. Teachers will complete LETRS professional development training to build their capacity in the science of reading.
12. The Attendance and Chronic Absenteeism Interventionist will track students' attendance and provide interventions as necessary to encourage students to regularly attend school to receive quality instruction. Specific TSI sub-groups will be monitored. (LAND TRUST FUNDS)
13. The ELA Coordinator will work closely with teachers and support staff to guide them through the planning and intervention process.
14. Instructional assistants will support the teacher's responsibility of ensuring that students learn and make progress on individualized goals. (LAND TRUST FUNDS)
15. Teachers and Instructional assistants will run a Before/After school reading

intervention program (Lion Academy) for at-risk students. (LAND TRUST FUNDS)

16. Teachers will facilitate weekly Second Step lessons with fidelity to facilitate social emotional learning (SEL), emotional regulation, stress management, impulsivity control, and self-efficacy in our students.
17. Teachers will hold regular restorative circles to proactively facilitate social emotional learning (SEL), build emotional intelligence and empathy, which will positively impact student academic achievement.

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

#CollegeCareerReady|#TSISubGroups|

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?

Yes

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

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$34,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	General Supplies, Other	Books for Literacy Night	\$ 1,500.00
TSSA	Salaries & Benefits	Front Office Support (Tech Support and Troubleshooting)	\$ 13,000.00
TSSA	Salaries & Benefits	Substitutes for Teacher Development	\$ 4,000.00
TSSA	Salaries & Benefits	Check-in/Check-out Attendance Program	\$ 10,000.00

TSSA

Salaries & Benefits

Jr. Coaches Lead

\$ 6,000.00

Goal Short Title

Essential Skills Math Goal

Goal Statement

In grade-levels K-6, grade-level teams have identified Essential math skills that should be mastered by each student before moving on to the next grade-level. Based on FY24 BOY essential math skill data, 85% of students identified as below proficient (red, 0 to 59%) or approaching proficiency (yellow, 60 – 84%) will increase their individual level of mastery by 20 percentage points based on FY24 MOY student data.

TSI SCHOOL

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

Measures

Common formative assessments developed by each grade level or Acadience Math assessments (when properly aligned with grade-level determined Essential skills).

Action Plan (please number steps)

1. Teachers will use iReady to administer common formative assessments quarterly.
2. Teachers will use progress monitoring and formative assessment data to:
 1. provide time for students to explore concepts prior to being explicitly taught (frontloading)
 2. utilize routines to provide exposure and build understanding regarding the priority standard throughout the school year (distributive practice)
 3. dedicate small group instruction time to remediate misconceptions regarding the priority standard (intervention).
3. Teachers will use a math screening assessment to collect formative data to help guide the math instruction occurring in their classroom. Subscriptions for the math screener will be purchased.
4. Teachers will use iReady software data to help monitor the effectiveness of their instruction. (LAND TRUST FUNDS)
5. Teachers will participate in PLC-focused professional development and will be incentivized to effectively implement PLC strategies while working interdependently by providing teachers with stipends. The PLC PD will build capacity for action research instructional strategies that will be utilized by teachers. (LAND TRUST FUNDS)
6. Teachers will meet regularly in PLCs to review student responses to interventions, student progress, and to adjust student groups.
7. Teachers will utilize computers, headphones, software, and other technology to build students’ math vocabulary and address math understanding and skill deficiencies. (LAND TRUST FUNDS)
8. Provisional teachers will participate in a school-directed mentoring program and career teachers will participate in job-embedded professional development opportunities. This will be accomplished by purchasing substitutes to facilitate both programs.
9. The Attendance and Chronic Absenteeism Interventionist will track students’

- attendance and provide interventions as necessary to encourage students to regularly attend school to receive quality instruction. (LAND TRUST FUNDS)
10. Teachers will facilitate weekly Second Step lessons with fidelity to facilitate social emotional learning (SEL), emotional regulation, stress management, impulsivity control, and self-efficacy in our students.
 11. Teachers will hold regular restorative circles to proactively facilitate social emotional learning (SEL), build emotional intelligence and empathy, which will positively impact student academic achievement.

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

#TSISubGroups|#CollegeCareerReady|

District Strategic Plan Area(s)

Student Growth & Achievement|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Mathematics|

Does this action plan include behavioral / character education / leadership efforts?

Yes

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

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$7,750.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Online Curriculum or Subscriptions	Math Acadience licenses for 4-6 grades	\$ 2,000.00
TSSA	Salaries & Benefits	STEM Stipend	\$ 750.00
TSSA	Professional and Technical Services	Playworks Coaching Visits during the year	\$ 5,000.00

Goal Short Title

Kindergarten Pathways of Progress Goal

<i>Goal Statement</i>	Fifty-six percent of kindergarten students will achieve typical, above typical, or well above typical growth on the Acadience Reading Pathways of Progress MOY Benchmark.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Acadience Reading Middle of Year (MOY) Pathways of Progress Data FY24
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Kindergarten teachers will set Pathways of Progress Goals by Oct. 1st for each student. Kindergarten teachers will communicate the goals to both students and parents. 2. Kindergarten teachers will discuss Progress Monitoring Data as they consult the Pathways of Progress aim lines at PLCs leading up to the MOY Acadience benchmark in January. 3. Teachers will be trained on how to progress monitor using mClass. Teachers will use progress monitoring data to strategically group students for targeted interventions during the year. 4. Kindergarten teachers will use progress monitoring data to strategically group students for targeted interventions during the year. 5. Teachers and instructional assistants will be trained on how to implement Sound Partners Reading Intervention Programs with students. 6. Teachers will use iReady software data to help monitor the effectiveness of their instruction. (LAND TRUST FUNDING) 7. Kindergarten teachers will participate in PLC-focused professional development and will be incentivized to effectively implement PLC strategies while working interdependently by providing teachers with stipends. The PLC PD will build capacity for action research instructional strategies that will be utilized by teachers. (LAND TRUST FUNDING) 8. Kindergarten teachers will meet regularly in PLCs to review student responses to interventions, student progress, and to adjust student groups. 9. Kindergarten teachers will utilize computers, headphones, software, and other technology to build students' vocabulary and address reading skill deficiencies. (LAND TRUST FUNDING) 10. Provisional Kindergarten teachers will participate in a school-directed mentoring program and career Kindergarten teachers will participate in job-embedded professional development opportunities. This will be accomplished by purchasing substitutes to facilitate both programs. 11. Kindergarten teachers will complete LETRS professional development training to build their capacity in the science of reading. 12. The Attendance and Chronic Absenteeism Interventionist will track students' attendance and provide interventions as necessary to encourage students to regularly attend school to receive quality instruction. (LAND TRUST FUNDING) 13. The ELA Coordinator will work closely with kindergarten teachers and instructional assistants to guide them through the planning and intervention process. 14. Instructional assistants will support the kindergarten teachers' responsibility of ensuring that students learn and make progress on individualized goals. 15. Kindergarten teachers will implement Second Step with fidelity to facilitate emotional regulation, stress management, impulsivity control, and self-efficacy in

our students.
 16. Kindergarten teachers will hold regular restorative circles to proactively build emotional intelligence and empathy, which will positively impact student academic achievement.

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

#CollegeCareerReady|

District Strategic Plan Area(s)

Student Growth & Achievement|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Reading|

Does this action plan include behavioral / character education / leadership efforts?

Yes

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

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$32,116.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	PLC Guiding Coalition Stipend	\$ 10,000.00
TSSA	Transportation, Admission, Per Diem	PLC professional development for Staff	\$ 8,312.00
TSSA	General Supplies, Other	Supplies for Hope Squad, Jr. Coaches, House System, Check-in/Check/out and Student Council	\$ 9,901.48
TSSA	Software or Technology Hardware (each item < \$5000)	Digital Signage and Tech Hardware upgrades	\$ 3,902.52

Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Essential Skills Math Goal	TSSA	Online Curriculum or Subscriptions	Math Acadience licenses for 4-6 grades	\$2,000.00
Essential Skills Math Goal	TSSA	Salaries & Benefits	STEM Stipend	\$750.00
Essential Skills Math Goal	TSSA	Professional and Technical Services	Playworks Coaching Visits during the year	\$5,000.00
Kindergarten Pathways of Progress Goal	TSSA	Salaries & Benefits	PLC Guiding Coalition Stipend	\$10,000.00
Kindergarten Pathways of Progress Goal	TSSA	Transportation, Admission, Per Diem	PLC professional development for Staff	\$8,312.00
Kindergarten Pathways of Progress Goal	TSSA	General Supplies, Other	Supplies for Hope Squad, Jr. Coaches, House System, Check-in/Check/out and Student Council	\$9,901.48
Kindergarten Pathways of Progress Goal	TSSA	Software or Technology Hardware (each item < \$5000)	Digital Signage and Tech Hardware upgrades	\$3,902.52
Pathways of Progress Cohort Literacy Goal	TSSA	General Supplies, Other	Books for Literacy Night	\$1,500.00
Pathways of Progress Cohort Literacy Goal	TSSA	Salaries & Benefits	Front Office Support (Tech Support and Troubleshooting)	\$13,000.00
Pathways of Progress Cohort Literacy Goal	TSSA	Salaries & Benefits	Substitutes for Teacher Development	\$4,000.00
Pathways of Progress Cohort Literacy Goal	TSSA	Salaries & Benefits	Check-in/Check-out Attendance Program	\$10,000.00
Pathways of Progress Cohort Literacy Goal	TSSA	Salaries & Benefits	Jr. Coaches Lead	\$6,000.00
Promote SEL for Students.	TSSA	Salaries & Benefits	Staff to facilitate Check-in/Check-out Attendance Intervention Program	\$10,000.00
Promote SEL for	TSSA	General	Supplies for Check-in/Check-out Program	\$1,500.00

Students.		Supplies, Other		
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Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 95,681.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 95,681.00
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of ADDITIONAL contract day for teachers using TSSA funds	\$ 9,815.00
3. Total planned TSSA expenditures for Next Year SY23-24	\$ 95,681.00
4. Planned TSSA carryover into the Following Year SY25-26	\$ 0.00
Does the school plan to fund teacher leadership opportunities with TSSA funds?	Yes

Additional Items for Title I Schools

1. Comprehensive Needs Assessment See 'Needs Analysis' section above.

Comprehensive Needs Assessment: What data (academic and non-academic) is analyzed to create the Title I Plan (TSSP)?

District-wide assessment practices include the following:

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

--During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.

--Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.

--Teachers work with instructional coaches to identify or develop assessments to evaluate effective instruction and identify low performing students.

Additional schoolwide practices for assessment include the following:

Acadience Reading and Math

State assessments - RISE

Chronic Absenteeism reports

2a. Which of the following schoolwide reform strategies are in use at the school?

Choose all that apply

Comprehensive Needs Assessment: How will you share a summary of the comprehensive needs assessment (CNA) available to the public?

Meeting|

2a. Other school reformsto be implemented

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

The Pathways of Progress Cohort Literacy Goal and the Kindergarten Pathways of Progress Goal.

2b. Describe the implementation of schoolwide reform strategies (timelines, required professional development, and anticipated impact on achievement outcomes.)

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

The Essential Skills Math Goal

3. Instruction by highly qualified teachers. The school will provide this information to Federal Programs by October 1.

Title I Plan / TSSP: Which evidence-based methods, instructional strategies and programs are used to strengthen the school-wide program?

Professional Learning Communities/Davis Collaborative Teams|

4. Professional Development Plan

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

SIPPS|Spire|MTSS|PBIS|Heggerty

SIPPS

PBIS

Heggerty

5. Recruitment and retention of highly qualified teachers.

Districtwide practices for recruiting and retaining highly qualified teachers include the following:

- Hire early in the year when more candidates are available.*
- Offer high quality professional development opportunities.*
- Provide for smaller classes in title I schools.*
- Offer additional technology in title I schools.*

Additional schoolwide practices for recruiting and retaining highly qualified teachers include the following:

Title I Plan / TSSP: How does the plan improve academics for all students while supporting those most at-risk?

Districtwide practices for helping struggling students include the following:

- Administrators meet with teachers to review data identifying low achieving students.*
- During collaborative team meetings, teachers review data to identify how students are performing.*
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.*
- Low performing students receive additional instruction from their teacher.*
- Low performing students work with tutors in addition to the instruction they receive from their teacher.*
- Low performing students receive additional time and instruction through technology and instructional aides.*
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.*
- Teachers discuss progress of their students and make adjustments to the interventions students receive.*
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.*

Additional schoolwide practices for helping struggling students include the following:

The school's literacy and math goals focus on identifying struggling students and then systematically and strategically addressing their needs. Teachers will look at the data and identify both TSI sub-groups of students (students with disabilities and Hispanic students) as well comprehensively looking at students in all proficiency and growth sub-groups to address the needs of all students.

6. Parent Involvement

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the School Improvement Plan.*
- Community council members are invited to attend a planning meeting in spring. Plans are*

reviewed by the JSSC and other faculty members.

--Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.

--All School Improvement Plans in Davis School District follow the same format and are made publicly available online.

--An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.

--Meetings are held at different times during the day to enable all parents to be involved.

--Programs and activities are scheduled throughout the year to involve parents and guardians.

Additional schoolwide practices for parental involvement include the following:

Plan Evaluation and Stakeholder Involvement: How is stakeholder input solicited?

Districtwide practices for parent involvement include the following:

--Community council reviews, plans, and implements the School Improvement Plan.

--Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.

--All School Improvement Plans in Davis School District follow the same format and are made publicly available online.

--An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.

--Parents are invited to attend a planning meeting in spring to review the Title I Parent Compact and Community Engagement Plans which are distributed every fall.

--Meetings are held at different times during the day to enable all parents to be involved.

--Programs and activities are scheduled throughout the year to involve parents and guardians.

Additional school-wide practices for parental involvement include the following:

Feedback on the school's plan was solicited from staff members as well as Community Council. The school improvement plan goals are posted in the front entry of the school.

7. Transition from early childhood programs to elementary, and from elementary to junior high school.

Districtwide practices for transition include the following:

--Information about kindergarten round-up is posted on the school marquee, sent to local preschools, and shared with religious and community leaders.

--Letters are sent to the homes of preschool children.

--Elementary schools communicate annually with junior high schools to facilitate 6th-7th grade transitions.

--School staff coordinates with Head Start, Title I Preschool and other preschool programs within school boundaries.

--Principal visits Head Start and Title I Preschools during the year to meet the students.

- Parents and preschoolers are invited to a kindergarten round-up.*
- Parents and preschoolers are provided materials to prepare for kindergarten.*
- Junior high school counselors meet with students to plan schedules and facilitate 6th-7th grade transitions.*

Additional schoolwide practices for transition include the following:

Plan Evaluation and Stakeholder Involvement: How does your school share the Family Policy/Compact with stakeholders?

School Websistes|

8. Decisions regarding the use of assessments

Districtwide assessment practices include the following:

- Acadience Reading*
- McGraw-Hill assessments*
- Grade level assessments*
- State assessments*
- RISE*
- DLM*
- WIDA*
- District assessments*
- Kindergarten Readiness Inventory*
- Kindergarten Inventory of Skills*
- 1st and 2nd Grade Language Arts CRTs*
- 1st and 2nd Grade Math CRTs*
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.*
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.*
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.*

Additional schoolwide practices for assessment include the following:

Budget & Student Outcomes: What evidence do you have the Title I Plan (TSSP) and designation of funds improve student learning and achievement?

9. Students who experience difficulty mastering achievement standards

Districtwide practices for helping struggling students include the following:

- Administrators meet with teachers to review data identifying low achieving students.*
- During collaborative team meetings, teachers review data to identify how students are performing.*
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.*
- Low performing students receive additional instruction from their teacher.*
- Low performing students work with tutors in addition to the instruction they receive from their teacher.*
- Low performing students receive additional time and instruction through technology and instructional aides.*
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.*
- Teachers discuss progress of their students and make adjustments to the interventions students receive.*
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.*

Additional schoolwide practices for helping struggling students include the following:

Budget & Student Outcomes: Highly qualified paraprofessionals in the school

How the school hires Highly Qualified paraprofessionals will be provided to DSD Federal Programs by October 1 including Evidence of how the Title I plan and designation of funds impact student learning and achievement.

10. Coordination of Budgets

The school will provide this information to Federal Programs by October 1

Budget & Student Outcomes: How does the school coordinate funds from federal, state and local sources to improve the Title I Plan (TSSP)?

Schools will provide evidence and examples of highly qualified paraprofessionals to DSD Federal Programs by October 1, including for examples#58; Associate degree, 48 hrs., of passing tests