



# Teacher Student Success Plan LAND Trust Goals only

North Davis Jr - SY 2024

Principal Cerissa Thompson

## 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 North Davis Jr. is to promote the mission of learning first for all. To accomplish our purpose, we will ensure that all students and staff: 1. Grow personally and develop strong character, 2. Learn to communicate fluently and confidently with others, and 3. Acquire the ability to think, reason, and positively influence their community.

## Description of the School

### Community

North Davis Junior High is located in Clearfield, Utah. It has served Clearfield and surrounding communities since 1939. Our community was fortunate to have a new school built which was opened in August 2005. As of April 1, 2023, North Davis serves 911 students with a staffing of 122 highly qualified and caring individuals.

### Student Body

STUDENT BODY: North Davis Junior High currently has 911 students with the following student demographics-

- Grades: 7th Graders-284, 8th Graders-325, 9th Graders-302
- Ethnicity: 62% White, 27% Hispanic/Latino, four Multiple Races, two percent Black or African American, three percent Native Hawaiian or Other Pacific Islander, one percent Asian, one percent American Indian or Alaskan

Native Poverty

- Fifty-five percent Economically Disadvantaged.
- Thirteen percent ELL.
- Eighteen percent Special Education Services.

## Staff

STAFF: North Davis Junior High has a professional staff of 49 certified teachers; three guidance counselors; and four administrators. We have 40 classified employees that support nutritional services, custodial services, after school programs, teacher assistants, and student remediation.

## School Culture

The culture of North Davis Junior High is centered on continuous learning for all students and professionals. Our teaching staff uses Professional Learning Communities (PLCs) to collaborate, and efficiently meet the learning needs of our student body through reflecting on professional practice. In addition to meeting the needs of students, our PLC's drive our professional development based on student outcome measures and data. Our class master schedule features a double blocked schedule in math, language arts, and science; as well as a mentoring period that provides additional curricular, social, and emotional support that enriches or remediates our students' academic experience. North Davis is a Title One school. This classification has placed increased emphasis on our standardized student assessments, seeing that our students demonstrate growth on these measures is a priority.

## Unique Features & Challenges

North Davis Junior High School has a culturally diverse student population. This diversity combined with consistent high quality instruction provides positive learning experiences for our students. Our strength as a school is most certainly found in the diversity of our student body. North Davis has strong partnerships with the community that allows for a successful cooperation regarding the sharing of the city and school recreation facilities. In addition to the shared city resources, several other community partnerships are extensively utilized at North Davis such as Davis Behavioral Health, Boy's and Girl's Club, Juvenile Justice, Communities that Care, Parent-Teacher-Student Association, AmeriCorps, United Way, and Hill Air Force Base. These partnerships provide additional services and valuable enrichment to our students' experience. City, and other community leaders, have been, and continue to be very supportive of North Davis Junior High School. The above mentioned resources help us to best meet the needs of all our students. North Davis, as a school, has a higher ratio of lower income student households (free and reduced lunch rates) than other junior high schools in our county. Community resources are invaluable in ensuring students have opportunities and experiences they may not have access to outside of school.

## Additional Information

Our five-by-five, A/B schedule, double blocks all math classes, double blocks all language arts classes, except honors, and double blocks all science classes, except honors and 9th grade Earth Science. Double blocking math, language arts and science gives our students more time in these critical areas. This will help them be more prepared and successful in high school, college, and careers.

## Needs Analysis

## Notable Achievements

North Davis Junior High continues to experience excellent learning growth. We are a leader in personalized

competency-based education focusing on students having the ability to demonstrate learning throughout the year. North Davis faculty and staff believe all students can learn. We are focused on teacher collaboration and have resources in place to ensure students receive timely support.

North Davis continues to increase student growth each year in ELA- 67.2%, math- 68.3%, science-64.6%, and overall 67.3%.

We were one of on two schools out of 17 junior highs that saw significant growth with their ELL students.

## Areas of Recent Improvement

North Davis continues to focus on student needs. We have increased the supports for our students who struggle to learn by offering more time for study skills and implementing our mentoring program for all students. Every student has an adult mentor in the building who meets with them to assess goals and progress.

This last school year, we have hired more people to support student learning. Additionally, our core classes have focused their learning on cognitive or 21st century skills.

North Davis has also implemented a positive behavior intervention system to help teach and reinforce positive behaviors.

In addition to academics, North Davis has implemented a tiered response to chronic absenteeism- we have decrease our numbers by seven percent this current school year.

## Areas of Needed Improvement

North Davis needs to help more students be on track for graduation and ready to perform in a 21st century learning environment and continue to work on chronic absenteeism.

## Prior Year Status Report

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

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
<p>School-based SEL programs can promote and enhance students' connection to school, positive behavior, and academic achievement (Durlak et al., 2011). Students will achieve a minimum of 50 Student Growth Percentile (SGP) on end of year tests in language arts, math, and science.</p>	Met goal	<p>Students scored the following growth (SGP) in the 2022 SY-</p> <ul style="list-style-type: none"> <li>• ELA 67.2%</li> <li>• Math 68.3%</li> <li>• Science</li> </ul>

Research has established that the quality of teacher-student interactions and the instructional practices that take place within the classroom are two important predictors of student academic performance and social adjustment (Hamre & Pianta, 2007; Mashburn & Pianta, 2006). Through the use of personalized and competency-based learning and student mentoring, at least 95% of our 9th grade students will leave North Davis Junior High on track for graduation.

Hart, et al. (2020) found that SEL practices can help improve student performance on standardized tests. Through the use of SEL practices, mentoring, and other academic supports, students progressing toward English language proficiency will increase to 50%.

	64.6 % • Overall 67.3%
Did not meet goal	208/270 of off track students passed to High school with credit, or 87% of 9th graders were on track for graduation, as they moved to high school.  This was an increase from the previous year, where only 81% of students were on track when moving onto the high school.  We continue to work to get 95% or higher of 9th graders on track for graduation.
Met goal	51.5% of ELL students at NDJH progressed in the the 2022 SY.

## Current Year Progress Report

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

Goal description	Progress toward goal	Comments
Research has established that the quality of teacher-student interactions and the instructional practices that take place within the classroom are two important predictors of student academic performance and social adjustment (Hamre &	Progressing according to plan	Teachers, counselors and administrators are working with students to pass classes and recover the credits that have not been earned.

Pianta, 2007; Mashburn & Pianta, 2006). Through the use of personalized and competency-based learning, response to intervention, and student mentoring, at least 95% of our 9th grade students will leave North Davis Junior High on track for graduation.

Study skills classes are being offered in all 10 periods to provide support. Student success coordinators are supporting teachers by working one on one with students and holding workshops to reteach information so students can finish projects and pass assessments.

Students will achieve a minimum of 50 Student Growth Percentile (SGP) on end of year tests in language arts, math, and science.

Progressing according to plan

We believe our personalized approach to learning will help our students reach the goal of growing at above average rates.

Hart, et al. (2020) found that Social Emotional Learning (SEL) practices can help improve student performance on standardized tests. Through the use of SEL practices, mentoring, and other academic supports, students progressing toward English language proficiency will increase to 50%.

Progressing according to plan

Our students, teachers, ELL teacher and aides are working together to provide skills needed to demonstrate competency.

## LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 513.46
B - Allocated new funds for Current Year SY22-23	\$ 126,388.69
C - Total Budget for Current Year SY22-23	\$ 126,902.15
D - Projected spending during Current Year SY22-23	\$ 124,643.00
E - Expected carryover from Current Year SY22-23	\$ 2,259.15
F - Projected new funding for Next Year SY23-24	\$ 127,795.62
G - Total projected funding for Next Year SY23-24	\$ 130,054.77

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>On Track for Graduation</b>
<i>Goal Statement</i>	Research has established that the quality of teacher-student interactions and the instructional practices that take place within the classroom are two important predictors

of student academic performance and social adjustment (Hattie, 2012). Through the use of personalized and competency based learning, response to intervention and student mentoring at least 85%, increasing two percent each year, of our 9th graders will leave North Davis Junior High on track for graduation.

*TSI SCHOOL*

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

*Measures*

Passing rates in ELA, math, science, social studies.

Passing rates in other required classes- PE and CTE.

Passing rates in elective classes.

Looking at number of students who have passed classes for term one, term two, term three and term four.

Look at teacher failing percentages for each term.

Remediation data from each term.

Summer school make up numbers.

Comparing the past numbers of students on track to current number of students on track.

*Action Plan (please number steps)*

1. Teachers will provide twenty-four/seven access to curriculum and resources on a learning management system: which allows students access to materials to complete assignments, projects, study for assessments and prepare for presentations outside of school and during their mentoring class period.
2. Students will have opportunities to demonstrate learning throughout the year or semester; standards based grading allows students to become aware of their own abilities which leads to becoming stronger and more self directed learners.
3. Students will meet with their mentor teacher three-four times per term; this helps students engage in the process of self-reflection which can help assessing strengths and weaknesses and setting goals, it also allows for students to make connections.
4. Teacher assistants and AmeriCorps employees will be employed to help with student learning and credit recovery. They work under teacher and administrative supervision to give students added educational support and instruction. (LAND TRUST FUNDS)
5. Teachers will be paid extra to teach additional classes to lower class sizes and increase the number of classes offered (teacher productivity periods) Smaller class sizes create fewer discipline problems and engage in more pro-social behavior, allowing teachers to devote more time to instruction.
6. Study Skills classes will be offered to support learners who are struggling. This course is designed to help students develop and use study skills that will help them become successful learners. Example of skills that will be covered are time management, organization, test taking skills, goal setting, and presentation skills.

7. Technology will be purchases to provide continuous and better access to curriculum. Several advantages exist for students using laptops, including more efficient and detailed note taking, faster writing and editing, and convenient group work and study. (LAND TRUST FUNDS)

8. Community Council approved teacher grants will be provided for teachers to support personalized and competency based learning. Teaching grants will und professional development that is teacher and PLC directed, classroom enrichment, school supplies, field trips and any thing else that will support student growth mindset and individualizing student learning. (LAND TRUST FUNDS)

9. Provide training for teachers to improve intervention support, personalized, competency based learning and mentoring students, which supports the above actions steps for student outcomes and teacher growth. (LAND TRUST FUNDS)

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

#PD|#PCBL|#GraduationRates|#CollegeCareerReady|#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|Writing|Mathematics|Fine Arts|Health|Science|Social Studies|World Languages|Technology|

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

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

Yes

Goal LAND Trust Expense Total - \$49,500.00

<b>Funding Source</b>	<b>Expense Category</b>	<b>Description</b>	<b>Item Cost</b>
LAND Trust Academic	Salaries & Benefits	#4 Americorp Employee Salaries	\$ 13,300.00
LAND Trust Academic	General Supplies, Other	#8 Community Council approved Teacher Grants	\$ 13,200.00
LAND Trust Academic	Salaries & Benefits	#9 Paying for Substitutesfor Teacher PD	\$ 5,000.00
LAND Trust Academic	General Supplies,	#7 Laptops, projectors and sound systems	\$ 18,000.00

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

*Goal Short Title*

**Student Academic Growth**

*Goal Statement*

Students will achieve a minimum of 70 student growth percentile (SGP) on the end of level tests in ELA, math and science.

*TSI SCHOOL*

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

*Measures*

Student growth percentile for the 2024 SY.

Student growth percentiles from the previous two years- 2023 and 2022 SY.

Proficiency scores for the 2024 SY.

Proficiency scores from the previous two years- 2023 and 2022 SY.

Student grades and GPA averages, per grade level, for each term.

*Action Plan (please number steps)*

1. Teachers will provide twenty-four/seven access to curriculum and resources on a learning management system: which allows students access to materials to complete assignments, projects, study for assessments and prepare for presentations outside of school and during their mentoring class period.
2. Students will have opportunities to demonstrate learning throughout the year or semester; standards based grading allows students to become aware of their own abilities which leads to becoming stronger and more self directed learners.
3. Students will meet with their mentor teacher three-four times per term; this helps students engage in the process of self-reflection which can help assessing strengths and weaknesses and setting goals, it also allows for students to make connections.
4. Teacher assistants and AmeriCorps employees will be employed to help with student learning and credit recovery. They work under teacher and administrative supervision to give students added educational support and instruction. (LAND TRUST FUNDS)
5. Teachers will be paid extra to teach additional classes to lower class sizes and increase the number of classes offered (teacher productivity periods) Smaller class sizes create fewer discipline problems and engage in more pro-social behavior, allowing teachers to



devote more time to instruction.

6. Study Skills classes will be offered to support learners who are struggling. This course is designed to help students develop and use study skills that will help them become successful learners. Example of skills that will be covered are time management, organization, test taking skills, goal setting, and presentation skills.

7. Technology will be purchases to provide continuous and better access to curriculum. Several advantages exist for students using laptops, including more efficient and detailed note taking, faster writing and editing, and convenient group work and study. (LAND TRUST FUNDS)

8. Community Council approved teacher grants will be provided for teachers to support personalized and competency based learning. Teaching grants will und professional development that is teacher and PLC directed, classroom enrichment, school supplies, field trips and any thing else that will support student growth mindset and individualizing student learning. (LAND TRUST FUNDS)

9. Provide training for teachers to improve intervention support, personalized, competency based learning and mentoring students; which supports the above actions steps for student outcomes and teacher growth. (LAND TRUST FUNDS)

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

#PD|#PCBL|#CollegeCareerReady|#Tech|

*District Strategic Plan Area(s)*

Student Growth & Achievement|Empowered Employees|

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

*Academic area(s) addressed by the goal*

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

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

Yes

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

Goal LAND Trust Expense Total - \$49,500.00

<b><u>Funding Source</u></b>	<b><u>Expense Category</u></b>	<b><u>Description</u></b>	<b><u>Item Cost</u></b>
LAND Trust Academic	Salaries & Benefits	#9 Paying for Substitutes for Teacher PD	\$ 5,000.00
LAND Trust Academic	Salaries & Benefits	#4 Americorp Employee Salaries	\$ 13,300.00

LAND Trust Academic	General Supplies, Other	#8 Community Council approved Teacher grants	\$ 13,200.00
LAND Trust Academic	General Supplies, Other	#7 Laptops, projectors, and sound systems	\$ 18,000.00

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

<i>Goal Short Title</i>	<b>ELL Growth</b>
<i>Goal Statement</i>	Students progressing toward English Language proficiency will increase to 55%, increasing two percent each year, of ELL students will make adequate progress on the end of level tests in ELA, math and science for the 2024 SY.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	<p>Student growth percentile for the 2024 SY.</p> <p>Student growth percentiles from the previous two years- 2023 and 2022 SY.</p> <p>Proficiency scores for the 2024 SY.</p> <p>Proficiency scores from the previous two years- 2023 and 2022 SY.</p> <p>Student grades and GPA averages per grade level, per term.</p> <p>WIDA growth scores for the past two years- 2023 and 20233 SY.</p>
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. Meet with each ELL student and parent to review WIDA score- do they know what it means, answer questions and then set goals for the next school year.</li> <li>2. Provide the updated training, for the new ELL curriculum and supports for English teachers, and all other teachers who have ELL students. This will make sure teachers are all using the same ELL teaching strategies for students in every class, which will help them better access the curriculum. (LAND TRUST FUNDS)</li> </ol>

3. Students will have opportunities to demonstrate learning throughout the year or semester; standards based grading allows students to become aware of their own abilities which leads to becoming stronger and more self directed learners.
4. Students will meet with their mentor teacher three-four times per term; this helps students engage in the process of self-reflection which can help assessing strengths and weaknesses and setting goals, it also allows for students to make connections.
5. Teacher assistants and AmeriCorps employees will be employed to help with student learning and credit recovery. They work under teacher and administrative supervision to give students added educational support and instruction. (LAND TRUST FUNDS)
6. Teachers will be paid extra to teach additional classes to lower class sizes and increase the number of classes offered (teacher productivity periods) Smaller class sizes create fewer discipline problems and engage in more pro-social behavior, allowing teachers to devote more time to instruction.
7. ELL study skills classes will be offered to help struggling ELA students. This course is designed to help students develop and use study skills that will help them become successful learners. Example of skills that will be covered are time management, organization, test taking skills, goal setting, and presentation skills.
8. Technology will be purchases to provide continuous and better access to curriculum. Several advantages exist for students using laptops, including more efficient and detailed note taking, faster writing and editing, and convenient group work and study.
9. Community Council approved teacher grants will be provided for teachers to support personalized and competency based learning. Teaching grants will und professional development that is teacher and PLC directed, classroom enrichment, school supplies, field trips and any thing else that will support student growth mindset and individualizing student learning. (LAND TRUST FUNDS)

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

#PD|#PCBL|#GraduationRates|#CollegeCareerReady|#DiversityEngagementInclusion|

*District Strategic Plan Area(s)*

Student Growth & Achievement|Empowered Employees|

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

*Academic area(s) addressed by the goal*

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

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

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

Yes

Goal LAND Trust Expense Total - \$30,000.00

goal?

<b>Funding Source</b>	<b>Expense Category</b>	<b>Description</b>	<b>Item Cost</b>
LAND Trust Academic	General Supplies, Other	#9 Community Council approved teacher grants	\$ 13,200.00
LAND Trust Academic	Salaries & Benefits	#5 Americorps Employee Salaries	\$ 13,300.00
LAND Trust Academic	Salaries & Benefits	#2 Paying for Substitutes for Teacher PD	\$ 3,500.00

*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>
ELL Growth	LAND Trust Academic	General Supplies, Other	#9 Community Council approved teacher grants	\$13,200.00
ELL Growth	LAND Trust Academic	Salaries & Benefits	#5 Americorps Employee Salaries	\$13,300.00
ELL Growth	LAND Trust Academic	Salaries & Benefits	#2 Paying for Substitutes for Teacher PD	\$3,500.00
On Track for Graduation	LAND Trust Academic	Salaries & Benefits	#4 Americorp Employee Salaries	\$13,300.00
On Track for Graduation	LAND Trust Academic	General Supplies, Other	#8 Community Council approved Teacher Grants	\$13,200.00
On Track for Graduation	LAND Trust Academic	Salaries & Benefits	#9 Paying for Substitutesfor Teacher PD	\$5,000.00
On Track for Graduation	LAND Trust Academic	General Supplies, Other	#7 Laptops, projectors and sound systems	\$18,000.00
Student Academic Growth	LAND Trust Academic	Salaries & Benefits	#9 Paying for Substitutes for Teacher PD	\$5,000.00
Student Academic Growth	LAND Trust Academic	Salaries & Benefits	#4 Americorp Employee Salaries	\$13,300.00

Student Academic Growth	LAND Trust Academic	General Supplies, Other	#8 Community Council approved Teacher grants	\$13,200.00
Student Academic Growth	LAND Trust Academic	General Supplies, Other	#7 Laptops, projectors, and sound systems	\$18,000.00

## Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 127,795.62
G - Total projected funding for Next Year SY23-24	\$ 130,054.77
H - Total planned expenditures for Next Year SY23-24	\$ 129,000.00
I - Planned carryover into the Following Year SY25-26	\$ 1,054.77
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	In the event we have changes in expenditures due to unforeseen circumstances, LAND Trust funds will be spent on: teacher assistants' technology, teacher stipends, and professional development.
Plan for sharing the school LANDTrust plan with the community	Labels to identify LAND Trust purchases School newsletter School website
Additional plan for sharing the school LAND Trust plan with the community.	N/A

## 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:*

Student on track data for core classes.

SRI scores

9th grade on track data- graduation ready.

School climate data.

SHARP survey data.

Chronic Absenteeism data.

Discipline data.

Mentoring data.

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?

Newsletter|Website|

2a. Other school reformsto be implemented

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

All three- ELL growth, Student Academic growth and 9th Grade On Track 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?

All three- ELL growth, Student Academic growth and 9th Grade On Track 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?

#### 4. Professional Development Plan

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

*SIPPS|Spire|MTSS|PBIS|Heggerty*

SRI scores

RISE

ASPIRE

#### 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:*

Students meet with their mentoring teacher three-four times per term to review progress and set goals for improvement or to celebrate wins.

Students set daily goals on what they need to accomplish in classes in mentoring.

Student success coordinators meet individually with students to help reteach material so they can complete projects and assessments.

AmeriCorps employees track off track students and students with absentee issues.

Chronic Absenteeism team meets weekly to review students absents and makes individualized plans for students that need supports.

## 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:*

Parent University nights- informational nights held to teach parents about academics, behaviors and supports.

Coaching intermural and athletics.

Volunteering with extra-curricular activities.

PTSA lunch time activities.

## 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?

## 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?

Student growth outcomes in ELA, math and science.

ELL growth outcomes in ELA, math and science.

Increased number of students involved in programs and activities.

Reduced number of chronic absenteeism.

## 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.*

Title One Funding provides-

- More qualified teachers in math, science and ELA, which helps reduce class sizes and allows NJDH to double block these classes to provide more class time.
- Productivity periods in math, science and ELA, which helps reduce class sizes and allows NJDH to double block these classes to provide more class time.
- Double blocking ELL students which helps reduce class sizes and allows NJDH to double block these classes to provide more class time.
- Providing extra support staff to support students one-on-one with academics and attendance.

## 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*

*Follow the DSD plan of reviewing employee qualifications and providing support to pass the required exam.*

## SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/14/2023
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Number who approved	7
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Number who did not approve	0
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Number who were absent or abstained	4
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