



Teacher Student Success Plan LAND Trust only

Bluff Ridge Elementary - SY 2023

Principal Adrienne Kennett

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 and establishing high expectations for all students and educators in each classroom. In addition, we provide support to students through differentiated instruction and intervention.

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 885 preschool through sixth grade students and two special education-special program self-contained classrooms. Of those students, we have 86.1% Caucasian, 9.2% Hispanic/Latino, 3.6% Multiple Races, 0.9% Asian, 0% Native American/Alaskan Native, 0.2% Native Hawaiian/Pacific Islander,

and 0% 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 1 principal, 1 administrative intern, 30 certified educators, 5 special educators, 1 English language arts coordinator, 1 school counselor, 0.5 school psychologist, 1 full and 2 half-time speech-language pathologist, 5 prep-time specialists, 11 special education paraprofessionals, 5 special education related servers, and 27 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 9% 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.

Unique Features & Challenges

Bluff Ridge Elementary is recognized in advancing technology integration for student achievement. Our school has 1:1 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) demonstrate a need to improve representation of diverse members of our community.

Additional Information

Bluff Ridge Elementary faculty have learned to use Office 365 software, CANVAS, NearPod, and Summit 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 237 referrals per year. During the 2021-2022 school year, this number has decreased to 46. 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.

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 6% 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.

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 3+%.
- 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 3% from the 2018-2019 proficiency scores of 11.4% in ELA, 9.1% in math, and 8.1% in science.
- Continue to progress towards Social Emotional Learning (SEL) understanding and pedagogical practices. In addition, focused efforts need to be made towards the inclusion of diverse community members.

Prior Year Status Report

Report progress on PRIOR YEAR 2021 Composite School Plan

Goal description	Progress toward	Comments (required if 'Did not meet goal')
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	goal	
<p>75% of K-6 students will make typical, above typical, or well-above typical progress based on the Acadience Reading Pathways of Progress.</p>	<p>Did not meet goal</p>	<p>K-3 students made progress toward the goal based on Acadience Pathways of Progress. K-3 students making typical, above typical, or well-above typical progress was 67.4%. The number of students at or above benchmark for grades K-3 at the beginning of year (BOY) was 65.5% to 74% on end of year (EOY) an increase of 6.6%.</p> <p>4-6 grade students made progress towards goal, but will not meet goal as written due to the elimination of the 4-6 Acadience funding cut from the Utah State Board of Education (USBE) budget due to COVID-19. Bluff Ridge 4-6 grade students did increase the number of students at or above benchmark from 71.15% at BOY to 75% at EOY an increase of 3.8%.</p> <p>Action Plan Progress:</p> <p>Identified Instructional Needs:</p> <p>Teachers administered Acadience Reading benchmark assessments for all students in K-6 within the first 30 days of school or enrollment.</p> <p>Teachers completed the Davis School District (DSD) Drill Down on K-6 students scoring well-below (red) and below (yellow) benchmark on Acadience Reading within the first 30 days of school or enrollment.</p> <p>A kindergarten teacher (0.5 FTE) and one third grade teacher (0.5 FTE from goal 1 and 0.5 FTE from goal 2) were hired to reduce class sizes. Special education teachers and grade-level professional learning communities (PLC) identified students with disabilities that have not met proficiency and growth standards for 1+ years. Special Education teachers and general education teachers were unable to attend TSI Partnership trainings from Teaching and Learning and Special Education Departments due to suspension of the training for 2020-2021 school year.</p> <p>Instructional and Intervention Plan:</p> <p>Teachers selected an instruction and intervention plan to provide Tier I instruction and targeted Tier II interventions. Support, including data analysis and instructional practices, was provided by 0.5 FTE English Language Arts Coordinator.</p> <p>Progress Monitoring:</p> <p>100% of teachers utilized Acadience Reading program in grades K-6 for progress monitoring of below and well-below benchmark students.</p> <p>Grade-level and cross-grade-level PLCs were completed weekly on a 3:1 rotation (3 weeks PLC push-in LCMT: 1 week faculty) to develop recommendations for Tier I and II instruction/intervention. Related servers, specialists, and</p>

In the area of math, Bluff Ridge students will increase Measured Growth Progress (MGP) by 5% and/or achieve an MGP of 60 as measured by the RISE Summative.

Did not meet goal

administration supported grade-level and cross-grade-level analysis.

Bluff Ridge Elementary made progress towards end of year (EOY) goal, but did not meet goal as written due to March 2020 COVID-19 suspension of RISE Summative Math Assessment for grades 3-6; measured growth progress (MGP) is unavailable. Third and fifth grade students were above state and district math proficiency (+9.6% and +11% respectively).

Action Plan Progress:

0.5 FTE teacher was hired for third grade to reduce class sizes.

Teachers were unable to complete the Comprehensive Math Instruction (CMI) training due to the suspension of the program by Brigham Young University (BYU) due to COVID-19. However, teachers progressed toward professional learning in the following ways:

Utilized professional learning communities (PLC) on Fridays to plan scope and sequence of teacher-led professional learning of core standards.

Professional Learning days in January and March consisted of cross-grade-level data dives in curriculum-based math assessments to analyze students growth and progress towards core standards.

K-6 teachers continued to incorporate math talk moves and student discourse; both hallmarks of CMI pedagogical practices.

K-2 and 4th grade teachers adopted Math Investigations and completed professional learning in this program. Math Investigations follows the pedagogical practices of CMI.

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 School Climate Surveys.

Met goal

Bluff Ridge Elementary has improved student and staff relationships, based on Davis School District Climate Surveys from an average score of 3.53 in 2019-2020 to an average score of 3.55. In addition, Bluff Ridge Elementary SHARP Survey Report report shows an increase of 2.2% from 2019 to 2021 in the category of Positive School Environment. This has been accomplished by implementing the following:

- Completed a baseline measure for the Social Emotional Learning (SEL) Walkthrough Tool by interviewing faculty, staff, Jr. HOPE Squad student members, and a random selection of students. The base line had a total score of 16 with an average score of 0.84. The data from this baseline will be used for future comparison.
- Completed restorative practices training for administration and began revision of school-wide discipline policy to the restorative practices model.
- Hired 1.0 FTE school counselor with 0.5 FTE provided through Davis School District funding and



- 0.5 FTE provided by Bluff Ridge Teacher and Students Success Act (TSSA) funding.
- Social Emotional Learning (SEL) instruction following the Pure Edge curriculum has been implemented by our school counselor in kindergarten through sixth grade classrooms.
- Home-school connection of home resources provided through community news and information.

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
<p>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.</p>	<p>Progressing according to plan</p>	<p>At middle of year (MOY) benchmark, 69% of kindergarten students will produce a writing product that scores a 3 or higher on the kindergarten writing rubric.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Weekly grade-level professional learning community (PLC) following the Dufour PLC model. • Collaborate with English language arts (ELA) coordinator and cross-grade-level teams to identify instructional needs, resources, and professional learning. • Participated in targeted Tier I professional learning on principles and pedagogy related to TSSP goals.
<p>Kindergarten students will show increased growth on the Acadience Pathways to Progress report from beginning of year to end of year.</p>	<p>Progressing according to plan</p>	<p>At middle of year (MOY) benchmark, 81% of kindergarten students show typical or above typical growth on Acadience Reading Pathways of Progress.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Weekly grade-level professional learning community (PLC) following the Dufour PLC model. • Collaborate with English language arts (ELA) coordinator and cross-grade-level teams to identify instructional needs, resources, and professional learning.

First grade students will show increased growth on the Acadience Pathways to Progress report from beginning of year to end of year.

Progressing according to plan

- Participated in targeted Tier I professional learning on principles and pedagogy related to TSSP goals.
- Purchased decodable text for home-school connection of phonics skills.

At middle of year (MOY) benchmark, 69% of first grade students show typical or above typical growth on Acadience Reading Pathways of Progress.

Action Steps:

- Weekly grade-level professional learning community (PLC) following the Dufour PLC model.
- Collaborate with English language arts (ELA) coordinator and cross-grade-level teams to identify instructional needs, resources, and professional learning.
- Educator allocation per grade-level created class sizes less than 26.875 in kindergarten through third grade.
- Participated in targeted Tier I professional learning on principles and pedagogy related to TSSP goals.

Second grade student performance and learning will improve in English Language Arts as measured by student outcomes on a grade-level appropriate decoding assessment.

Progressing according to plan

Second grade students identified as below or well-below benchmark on Acadience Composite beginning of year (BOY) scoring at or above 87% in phonics and word recognition is 20% as measured by middle of year (MOY) Core Phonics Assessment. Of those students identified, 83% show three percent or greater growth from BOY to MOY as measured by Core Phonics Assessment.

Action Steps:

- Weekly grade-level professional learning community (PLC) following the Dufour PLC model.
- Collaborate with English language arts (ELA) coordinator and cross-grade-level teams to identify instructional needs, resources, and professional learning.
- Educator allocation per grade-level created class sizes less than 26.875 in kindergarten through third grade.
- Purchased instructional materials to support student's ability to recognize and decode grade-appropriate words.
- Purchased high interest text to apply decoding skills and engage students in higher-level

Third grade student performance and learning will improve in English Language Arts as measured by student outcomes on grade-level appropriate reading comprehension assessments.

Progressing according to plan

At middle of year (MOY), third grade students scoring 80% proficient on reading comprehension is 41% as measured by grade-level common formative assessments including RISE benchmarks and McGraw-Hill reading comprehension assessments.

Action Steps:

- Weekly grade-level professional learning community (PLC) following the Dufour PLC model.
- Collaborate with English language arts (ELA) coordinator and cross-grade-level teams to identify instructional needs, resources, and professional learning.
- Participated in targeted Tier I professional learning on principles and pedagogy related to TSSP goals.

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.

Progressing according to plan

At middle of year (MOY) assessments, 39% of fourth through sixth grade students are proficient and/or show 22% growth from beginning of year (BOY) to middle of year (MOY) as measured by current grade-level equivalent common writing rubric.

Action Steps toward goal:

- Weekly grade-level professional learning community (PLC) following the Dufour PLC model.
- Collaboration with English language arts (ELA) coordinator and cross-grade-level teams to identify instructional needs, resources, and professional learning.
- Purchased net support software to provide teachers with the ability to support and monitor student learning, collaboration, and peer review.
- Purchased laptops to untether the teacher from his/her desk.
- Participated in targeted Tier I professional learning on principles and pedagogy related to TSSP goals.

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.

Progressing according to plan

Based on data from the Davis School District Social Emotional Learning (SEL) Walkthrough Tool, Bluff Ridge Elementary has improved student and staff relationships from a total score of 16 in 2020-2021 to 20 in 2021-2022 an increase of 4 and average score of 0.84 in 2020-2021 to 1.05 in 2021-2022 an increase in 0.21. This has been accomplished by implementing the following:

- Completed restorative practices training for faculty in August 2021 with school-wide implementation of restorative practices for discipline procedures.
- Hired 1.0 FTE school counselor with 0.5 FTE provided through Davis School District funding and 0.5 FTE provided by Bluff Ridge Teacher and Student Success Act (TSSA) funding.
- SEL instruction following the Pure Edge curriculum has been implemented by our school counselor in kindergarten through sixth grade classrooms.
- Morning Meeting/Community Circles and Buddy Up from Sanford Harmony has been implemented in 75% of kindergarten through sixth grade classrooms.
- Family and community partnerships have been improved through the increase in community council parent membership by 25%.
- Increased diversity inclusion and representation with the inclusion of diverse text with more than 1/3 of the school library containing such text.
- Created space for staff and a space for students to have a mindful moment.
- Home-school connection of home resources provided through community news and information.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 32,438.56
B - Allocated new funds for current year SY21-22	\$ 97,111.00
C - Total Budget for current year SY21-22	\$ 129,549.56
D - Projected spending during current year SY21-22	\$ 124,364.16

E - Expected carryover from current year SY21-22	\$ 5,185.40
F - Projected new funding for next year SY22-23	\$ 106,656.00
G - Total projected funding for next year SY22-23	\$ 111,841.40

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Kindergarten Reading
<i>Goal Statement</i>	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%.
<i>Measures</i>	Acadience Reading Pathways of Progress
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Purchase Educational Software for Guiding Instruction (ESGI) on per teacher; 2 teachers. Data from ESGI will be used to monitor student progress toward kindergarten reading and math benchmarks. 2. Teacher Stipend paid with LAND Trust -Weekly grade-level professional learning community (PLC) following the Dufour PLC model. Teacher professional learning stipend: certified teacher stipend for PLC meetings (2 kindergarten and 5 special education teachers) at \$1,000 per teacher (\$1,330 with taxes and SS). 3. Stipend paid to Bluff Ridge librarian for Summer Library Literacy Program for early literacy development at \$1,000 (\$1,330 with taxes and SS) per summer June/July 2022 and June/July 2023. 4. 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. 5. Collaborate with English language arts (ELA) coordinator and cross-grade teams to identify instructional needs, resources, and professional learning. 6. Participate in targeted Tier I professional learning on principles and pedagogy related to TSSP goals in Language Essentials for Teachers of Reading & Spelling (LETRS). 7. Purchase instructional materials to support student’s literacy instruction.
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#PCBL #TeacherLeaders
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Parent & Community Connections
<i>Academic area(s) addressed by the goal</i>	Reading

Does this action plan include behavioral / character education / leadership efforts?	No								
Will LANDTrust funds be used to support the implementation of this goal?	Yes								
	Goal LAND Trust Expense Total - \$9,310.00								
	<table border="1"> <thead> <tr> <th style="background-color: #d9d9d9;"><u>Funding Source</u></th> <th style="background-color: #d9d9d9;"><u>Expense Category</u></th> <th style="background-color: #d9d9d9;"><u>Description</u></th> <th style="background-color: #d9d9d9;"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#2 Teacher Professional Learning Stipend: Certified teacher stipend for grade level/department meetings (2 kindergarten and 5 special education teachers) at \$1,000 per teacher (\$1,330 with taxes and SS)</td> <td>\$ 9,310.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#2 Teacher Professional Learning Stipend: Certified teacher stipend for grade level/department meetings (2 kindergarten and 5 special education teachers) at \$1,000 per teacher (\$1,330 with taxes and SS)	\$ 9,310.00
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Goal Short Title	First Grade Reading
Goal Statement	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%.
Measures	Acadience Reading Pathways of Progress
Action Plan (please number steps)	<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 (5 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.
This goal can be categorized as... (choose all that apply)	#PDI#PCBL#TeacherLeaders
District Strategic Plan Area(s)	Student Growth & Achievement Empowered Employees Parent & Community Connections

<i>Academic area(s) addressed by the goal</i>	Reading								
<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>	Yes								
	Goal LAND Trust Expense Total - \$6,650.00								
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<i>Goal Short Title</i>	2nd Grade Reading
<i>Goal Statement</i>	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 three percent growth from beginning of year to end of year as measured by the Core Phonics assessment.
<i>Measures</i>	Acadience Composite and Core Phonics assessment
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Weekly grade-level professional learning community (PLC) following the Dufour PLC model. Teacher professional learning stipend: certified teacher stipend for PLC meetings (2 kindergarten and 5 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.
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #PCBL #TeacherLeaders

<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Parent & Community Connections								
<i>Academic area(s) addressed by the goal</i>	Reading								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No								
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Goal LAND Trust Expense Total - \$6,650.00								
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<i>Goal Short Title</i>	Third Grade Reading
<i>Goal Statement</i>	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.
<i>Measures</i>	Grade-level common formative reading comprehension assessment
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 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 (2 kindergarten and 5 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 Ridge Elementary as a Targeted Support and Improvement (TSI) school under Every Student Succeeds Act (ESSA):
 - o Special Education teachers and general education teachers will identify students who have not met growth standards on RISE assessments and
 - o Progress monitoring of students will be conducted utilizing grade-level common formative assessments
 - o Special education IEP goal review will be conducted in grade-level/department level PLCs
 - o PLCs will be implemented with representatives of the special education team and general education teachers with identified students

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

#PDI#PCBL#TeacherLeaders

District Strategic Plan Area(s)

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

Academic area(s) addressed by the goal

Reading

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

No

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

Goal LAND Trust Expense Total - \$71,650.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#6 Hire an educator and/or paraprofessionals to support class size reduction	\$ 65,000.00
LAND Trust Academic	Salaries & Benefits	#1 Teacher Professional Learning Stipend: Certified teacher stipend for grade level/department meetings (5 third grade teachers) at \$1,000 per teacher (\$1,330 with taxes and SS)	\$ 6,650.00

<i>Goal Short Title</i>	4th & 5th Grade Writing
<i>Goal Statement</i>	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.
<i>Measures</i>	English language arts grade-level common formative writing rubric.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Weekly grade-level professional learning community (PLC) following the Dufour PLC model. Teacher professional learning stipend: certified teacher stipend for PLC meetings (2 kindergarten and 5 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 3-4 at \$300 per unit (\$399 with taxes and SS) per unit; 9 fourth and fifth grade teachers. 7. Identify Students with Disabilities that have not met proficiency and growth standards for 1+ years which led to the designation of Bluff Ridge Elementary as a Targeted Support and Improvement (TSI) school under Every Student Succeeds Act (ESSA): <ul style="list-style-type: none"> o Special Education teachers and general education teachers will identify students who have not met growth standards on RISE assessments. o Progress monitoring of students will be conducted utilizing grade-level common formative assessments. o Special education IEP goal review will be conducted in grade-level/department level PLCs. o PLCs will be implemented with representatives of the special education team and general education teachers with identified students. o 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.
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#PCBL#TeacherLeaders

<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Parent & Community Connections								
<i>Academic area(s) addressed by the goal</i>	Writing								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No								
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Goal LAND Trust Expense Total - \$11,970.00								
	<table border="1"> <thead> <tr> <th style="background-color: #d9d9d9;"><u>Funding Source</u></th> <th style="background-color: #d9d9d9;"><u>Expense Category</u></th> <th style="background-color: #d9d9d9;"><u>Description</u></th> <th style="background-color: #d9d9d9;"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#1 Teacher Professional Learning Stipend: Certified teacher stipend for grade level/department meetings (4 fourth grade and 5 fifth grade teachers) at \$1,000 per teacher (\$1,330 with taxes and SS)</td> <td>\$ 11,970.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#1 Teacher Professional Learning Stipend: Certified teacher stipend for grade level/department meetings (4 fourth grade and 5 fifth grade teachers) at \$1,000 per teacher (\$1,330 with taxes and SS)	\$ 11,970.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
LAND Trust Academic	Salaries & Benefits	#1 Teacher Professional Learning Stipend: Certified teacher stipend for grade level/department meetings (4 fourth grade and 5 fifth grade teachers) at \$1,000 per teacher (\$1,330 with taxes and SS)	\$ 11,970.00						

<i>Goal Short Title</i>	Sixth Grade Writing
<i>Goal Statement</i>	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.
<i>Measures</i>	English language arts grade-level common writing rubric in the area of text evidence.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Weekly grade-level professional learning community (PLC) following the Dufour PLC model. Teacher professional learning stipend: certified teacher stipend for PLC meetings (2 kindergarten and 5 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 3-4 at \$300 per unit (\$399 with taxes and SS) per unit; 9 fourth and fifth grade teachers.

7. Identify Students with Disabilities that have not met proficiency and growth standards for 1+ years which led to the designation of Bluff Ridge Elementary as a Targeted Support and Improvement (TSI) school under Every Student Succeeds Act (ESSA):
- o Special Education teachers and general education teachers will identify students who have not met growth standards on RISE assessments.
 - o Progress monitoring of students will be conducted utilizing grade-level common formative assessments.
 - o Special education IEP goal review will be conducted in grade-level/department level PLCs.
 - o PLCs will be implemented with representatives of the special education team and general education teachers with identified students.
 - o 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.

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

#PDI#PCBL#TeacherLeaders

District Strategic Plan Area(s)

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

Academic area(s) addressed by the goal

Reading|Writing

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

No

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

Goal LAND Trust Expense Total - \$5,320.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#1 Teacher Professional Learning Stipend: Certified teacher stipend for grade level/department meetings (4 sixth grade teachers) at \$1,000 per teacher (\$1,330 with taxes and SS)	\$ 5,320.00

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
2nd Grade Reading	LAND Trust Academic	Salaries & Benefits	#1 Teacher Professional Learning Stipend: Certified teacher stipend for grade level/department meetings (5 second grade teachers) at \$1,000 per teacher (\$1,330 with taxes and SS)	\$6,650.00
4th & 5th Grade Writing	LAND Trust Academic	Salaries & Benefits	#1 Teacher Professional Learning Stipend: Certified teacher stipend for grade level/department meetings (4 fourth grade and 5 fifth grade teachers) at \$1,000 per teacher (\$1,330 with taxes and SS)	\$11,970.00
First Grade Reading	LAND Trust Academic	Salaries & Benefits	#1 Teacher Professional Learning Stipend: Certified teacher stipend for grade level/department meetings (5 first grade teachers) at \$1,000 per teacher (\$1,330 with taxes and SS)	\$6,650.00
Kindergarten Reading	LAND Trust Academic	Salaries & Benefits	#2 Teacher Professional Learning Stipend: Certified teacher stipend for grade level/department meetings (2 kindergarten and 5 special education teachers) at \$1,000 per teacher (\$1,330 with taxes and SS)	\$9,310.00
Sixth Grade Writing	LAND Trust Academic	Salaries & Benefits	#1 Teacher Professional Learning Stipend: Certified teacher stipend for grade level/department meetings (4 sixth grade teachers) at \$1,000 per teacher (\$1,330 with taxes and SS)	\$5,320.00
Third Grade Reading	LAND Trust Academic	Salaries & Benefits	#6 Hire an educator and/or paraprofessionals to support class size reduction	\$65,000.00
Third Grade Reading	LAND Trust Academic	Salaries & Benefits	#1 Teacher Professional Learning Stipend: Certified teacher stipend for grade level/department meetings (5 third grade teachers) at \$1,000 per teacher (\$1,330 with taxes and SS)	\$6,650.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 106,656.00
G - Total projected funding for next year SY22-23	\$ 111,841.40
H - Total planned expenditures for next year SY22-23	\$ 111,550.00
I - Planned carryover into the following year SY23-24	\$ 291.40
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	We will enhance existing goals if there are additional funds available.

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.

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/16/2022
Number who approved	16
Number who did not approve	0
Number who were absent or abstained	3