



Teacher Student Success Plan LAND Trust only

King Elementary - SY 2023

Principal Dan Hansen

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 503 students of which the two largest ethnicities are Caucasian (77%), and Hispanic (15%). Of our students, 38% are economically disadvantaged and 17% receive special education services.

Staff

King has 22 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.

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, art clubs, Lego Robotics clubs, STARBASE and STARBASE 2.0 STEM programs, a MESA program, and an after-school program that puts on a production each year, however the COVID-19 pandemic has impacted student participation levels in these 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

Adjusting instructional pedagogies in classrooms to align with USBE's personalized competency-based learning (PCBL) initiatives is a paramount concern. Building understanding among community members and school staff continues to drive school improvement efforts and planning. Through PCBL, King Elementary hopes to improve proficiency and growth in both literacy and math. The school also would like to develop and increase student capabilities of self-awareness, social awareness, and responsible decision making through the continued use of a school-wide social-emotional learning curriculum. Community involvement and support also continue to be a critical concern.

Prior Year Status Report

Report progress on PRIOR YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
<p>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 Middle of Year (MOY) 2019-2020 student cohort data, grades 1st – 6th will increase the percentage of students who achieve typical, above typical, or well above typical growth by 4% during the 2020-2021 school year.</p>	Met goal	<p>In FY20 MOY the measured group only had 56% of students achieving average, above average, or well-above average growth. In FY21 MOY the same measured group had 63.4% of students achieving average, above average, or well-above average growth. We improved the percentage of students achieving average, above average, or well-above average growth by 7.4%. We achieved our goal.</p>
<p>Grade-levels will choose a DESK math priority standard as a focus area for the school year. 70% of students will demonstrate proficiency (85% or above) in their grade level on the determined DESK priority standard.</p>	Did not meet goal	<p>Kindergarten had 51% of their students achieve mastery (85%) or above. First Grade had 12% of their students achieve mastery (85%) or above. Second Grade had 2% of their students achieve mastery (85%) or above. Third Grade had 18% of their students achieve mastery (85%) or above. Fourth Grade had 8% of their students achieve mastery (85%) or above. Fifth Grade had 2% of their students achieve mastery (85%) or above. Sixth Grade had 4% of their students achieve mastery (85%) or above. Altogether on average, our school roughly had 14% of our students achieve mastery on one grade level math priority standard. We did not achieve our goal. Teachers developed common formative assessments to use and analyzed formative data during the year. Some staff members may have underestimated the amount of time required to achieve the goal and instructional adjustments were not made quick enough to meet our goal by the MOY benchmark.</p>
<p>ESSA (Every Student Succeeds Act) requires states to annually identify any school with one or more “consistently underperforming” student groups for Targeted Support and Improvement (TSI). King Elementary school has been identified for TSI in the students with disabilities subgroup (SWD), because</p>	Did not meet goal	<p>USBE School Improvement specialists are still working on the 2020-21 TSI data set by student group and will communicate the results as soon as they know the data is accurate and clean. As of now, we do not know if we achieved our goal or not.</p>

these students have fallen below the lowest performing five percent of schools in the state’s accountability system for two consecutive years. 80% of students with disabilities will improve their proficiency scaled score by one band (i.e., from a 1 to a 2, or 2 to a 3, etc.), in the category of language arts as measured by state mandated end-of-level testing.

In 2019-2020, 20% of students enrolled at King Elementary were chronically absent (18 absences or more) during the school year -- which significantly impacted student academic achievement. K-6 students who were chronically absent in 2019-2020 will achieve typical, above typical, or well above typical growth during the 2020-2021 school year by reducing absenteeism through implementing Social Emotional Learning (SEL) strategies to improve the school climate.

60% of kindergarten students will achieve typical or better growth on Acadience Reading Pathways of Progress Middle of Year (MOY) Benchmark.

Did not meet goal
Did not meet goal

Due to the world-wide COVID pandemic, students absences and chronic absenteeism were significantly impacted. Only 27 out of the 48 number of FY20 chronically absent students were able to achieve average, above average or well-above average growth as measured by FY21 MOY Pathways of Progress Data. We did not achieve our goal of having all chronically absent students from the prior year make average growth or greater. In order to promote good attendance and a positive school culture, a social emotional learning curriculum (SEL) called Second Step was implemented in all classrooms. Restorative practices were also integrated into school-wide discipline procedures to improve school culture. An attendance secretary worked at reaching out to chronically absent students during the year. During FY21, 36 out of 59 students made typical growth or greater. This was a higher percentage of chronically absent students achieving typical or greater growth than the prior year.

Only 39% of kindergarten students achieved typical or better growth on Acadience Reading Pathways of Progress MOY Benchmark. We did not achieve our goal. Improvements could be made in the systematic implementation, collection, and monitoring of Acadience Reading Progress Monitoring Data.

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
In grades K-6, student growth towards learning reading skills was measured by utilizing	Not progressing	In FY21 MOY the measured group had 58.9% of students achieving

Pathways of Progress growth bands (typical, above typical or well-above typical growth) on Acadience Reading Assessments. Based on MOY 2020-2021 student cohort data, grades 1st – 6th will increase the percentage of students who achieve typical, above typical, or well above typical growth by 7% during the 2021-2022 school year.

according to plan

average, above average, or well-above average growth. This was almost 3% higher than the starting point of the FY20 K-5 group. In FY22 MOY, the same measured group only had 53.8% of students achieving average, above average, or well-above average growth. The percentage of students achieving typical, above typical, or well-above typical growth decreased by 5.1%.

Grade-levels will choose a DESK math priority standard as a focus area for the school year. 70% of students will demonstrate proficiency (85% or above) in their grade level on the determined DESK priority standard.

Progressing according to plan

Growth is continuing to be made in grade-levels and monitored through the use of CFAs. Our school's math instructional coach continues to provide support to both teachers and instructional assistants on how to help them reach improve their mathematical instructional practice with our students.

Eighty percent of students with disabilities will improve their proficiency scaled score by one band (i.e., from a 1 to a 2, or 2 to a 3, etc.), in the category of language arts as measured by state mandated end-of-level testing.

Progressing according to plan

Our special education teachers are consistently communicating collected data to teachers, meeting as a PLC to discuss student progress, and incorporating LETRS professional development instructional practices into their daily lesson plans.

Sixty percent of kindergarten students will achieve typical or better growth on Acadience Reading Pathways of Progress MOY Benchmark.

Not progressing according to plan

This year we have two staff members who are teaching Kindergarten for the first time. King Elementary also underwent changes with our instructional coaches team that were not resolved until mid-year. The combination of these factors contributed to poorer performance in Kindergarten than expected.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 7,281.03
B - Allocated new funds for current year SY21-22	\$ 53,296.00
C - Total Budget for current year SY21-22	\$ 60,577.03
D - Projected spending during current year SY21-22	\$ 60,577.03

E - Expected carryover from current year SY21-22	\$ 0.00
F - Projected new funding for next year SY22-23	\$ 60,704.00
G - Total projected funding for next year SY22-23	\$ 60,704.00

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Pathways of Progress Goal
<i>Goal Statement</i>	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 2021-2022 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 14% during the 2022-2023 school year.
<i>Measures</i>	Acadience Reading Middle of Year (MOY) Pathways of Progress Data (2022-2023)
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 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 Professional Learning Communities (PLCs) leading up to the MOY Acadience benchmark in January. 3. Teachers will be trained on how to progress monitor using mClass. 4. Teachers will use progress monitoring data to strategically group students for targeted interventions during the year. 5. Teachers will participate in PCBL-focused professional development and will be incentivized to implement PCBL strategies in their classrooms through purchasing and providing teachers with stipends. Teachers will then utilize PCBL instructional pedagogy strategies in the classroom to help students achieve mastery. 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, purchased with LAND Trust funds to build students’ vocabulary and address reading skill deficiencies. 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. Teachers will use Scholastic News as a supplementary curriculum to help students develop reading skills through the use of authentic and relevant text. 10. Teachers will complete Language Essentials for Teachers of Reading & Spelling (LETRS) professional development training to build their capacity in the science of reading. 11. 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.
12. The English Language Arts (ELA) Coordinator will work closely with teachers and instructional assistants to guide them through the planning and intervention process.
 13. Instructional assistants, funded through LAND Trust, will support the teacher’s responsibility of ensuring that students learn and make progress on individualized goals.
 14. Teachers will implement Second Step with fidelity to facilitate social emotional learning (SEL), emotional regulation, stress management, impulsivity control, and self-efficacy in our students.
 15. 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)

#PCBL|#SEL

District Strategic Plan Area(s)

Student Growth & Achievement

Academic area(s) addressed by the goal

Reading

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

Yes

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

Yes

Goal LAND Trust Expense Total - \$16,326.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#13 Instructional Assistants or Staffing Support	\$ 4,500.00
LAND Trust Academic	Salaries & Benefits	#5 Stipends for Personalized Learning about PCBL strategies	\$ 4,425.00
LAND Trust Academic	Salaries & Benefits	#8 Substitutes for Teacher Mentoring Program and job-embedded professional development	\$ 1,000.00
LAND Trust Academic	Salaries & Benefits	#11 Attendance and chronic absenteeism interventionist	\$ 750.00

LAND Trust Academic	General Supplies, Other	#7 Headphones	\$ 500.00
LAND Trust Academic	Online Curriculum or Subscriptions	#9 Scholastic News	\$ 2,200.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#7 Supplementary Software Programs (BrainPop, Mystery Science, Generation Genius, and Raz plus).	\$ 1,733.50
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#7 Maintain and upgrade classroom technology	\$ 1,217.50

<i>Goal Short Title</i>	Math Essential Skills Goal
<i>Goal Statement</i>	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 Full Year (FY) 23 Beginning of Year (BOY) essential math skill data, all 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 FY23 Middle of Year (MOY) student data.
<i>Measures</i>	Common formative assessments (CFA) developed by each grade level and approved by the King Elementary Math Coach.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Teachers will develop common formative assessments (CFA) for their Essential math skills with the assistance of the Math Instructional Coach. The common formative assessment will be administered quarterly. 2. Teachers will use progress monitoring and formative assessment data to: <ol style="list-style-type: none"> 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 participate in PCBL-focused professional development and will be incentivized to implement PCBL strategies in their classrooms through purchasing and providing teachers with stipends. Teachers will then utilize PCBL instructional pedagogy strategies in the classroom to help students achieve mastery.

5. Teachers will meet regularly in PLCs to review student responses to interventions, student progress, and to adjust student groups.
6. Teachers will utilize computers, headphones, software, and other technology, funded with LAND Trust, to build students’ math vocabulary and address math understanding and skill deficiencies.
7. 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.
8. 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.
9. The Math Instructional Coach will work closely with teachers and instructional assistants to guide them through the planning and intervention process.
10. Instructional assistants will support the teacher’s responsibility of ensuring that students learn and make progress on individualized goals.
11. Teachers will implement Second Step with fidelity to facilitate social emotional learning (SEL), emotional regulation, stress management, impulsivity control, and self-efficacy in our students.
12. 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)

#PCBL|#SEL

District Strategic Plan Area(s)

Student Growth & Achievement

Academic area(s) addressed by the goal

Mathematics

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 - \$16,126.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#10 Instructional Assistants or Staffing Support	\$ 4,500.00
LAND Trust Academic	Salaries & Benefits	#4 Stipends for Personalized Learning about PCBL strategies	\$ 4,425.00

	LAND Trust Academic	Salaries & Benefits	#7 Substitutes for Teacher Mentoring Program and job-embedded professional development	\$ 1,000.00
	LAND Trust Academic	Salaries & Benefits	#8 Attendance and Chronic Absenteeism Interventionist	\$ 750.00
	LAND Trust Academic	General Supplies, Other	#6 Headphones	\$ 500.00
	LAND Trust Academic	Online Curriculum or Subscriptions	#3 Math Screener Student Subscriptions	\$ 2,000.00
	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#6 Supplementary Software Programs (BrainPOP, Mystery Science, Generation Genius, and RAZ plus).	\$ 1,733.50
	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#6 Maintain and upgrade classroom technology	\$ 1,217.50

<i>Goal Short Title</i>	TSI Goal
<i>Goal Statement</i>	Every Student Succeeds Act (ESSA) requires states to annually identify any school with one or more “consistently underperforming” student groups for Targeted Support and Improvement (TSI). King Elementary school has been identified for TSI in the students with disabilities subgroup (SWD), because these students have fallen below the lowest performing five percent of schools in the state’s accountability system for two consecutive years. Eighty percent of students with disabilities will improve their proficiency scaled score by one band (i.e., from a 1 to a 2, or 2 to a 3, etc.), in the category of language arts as measured by state mandated end-of-level testing.
<i>Measures</i>	Proficiency scaled scores in language arts as measured by fiscal year state mandated end-of-level testing.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Special education teachers will set Pathways of Progress Goals by Oct. 1st for each student. Special education teachers will communicate the goals to both students and parents. 2. Special education 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. Special education teachers will be trained on how to progress monitor using mClass.
4. Special education teachers will use progress monitoring data to strategically group students for targeted interventions during the year.
5. Special education teachers will participate in PCBL-focused professional development. Special education teachers will then utilize PCBL instructional pedagogy strategies in the classroom to help students achieve mastery.
6. Special education teachers will meet regularly in PLCs to review student responses to interventions, student progress, and to adjust student groups.
7. Special education teachers will utilize computers, headphones, software, and other technology, funded through LAND Trust, to build students' vocabulary and address reading skill deficiencies.
8. Provisional special education teachers will participate in a school-directed mentoring program and career special education teachers will participate in job-embedded professional development opportunities. This will be accomplished by purchasing substitutes to facilitate both programs.
9. Special education teachers will complete LETRS professional development training to build their capacity in the science of reading.
10. 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.
11. The ELA Coordinator will work closely with special education teachers and instructional assistants to guide them through the planning and intervention process.
12. Instructional assistants, funded through LAND Trust, will support the special education teachers' responsibility of ensuring that students learn and make progress on individualized goals.
13. Special education teachers will implement Second Step with fidelity to facilitate social emotional learning (SEL), emotional regulation, stress management, impulsivity control, and self-efficacy in our students.
14. Special education 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)

#PCBL|#SEL

District Strategic Plan Area(s)

Student Growth & Achievement

Academic area(s) addressed by the goal

Reading

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

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

Goal LAND Trust Expense Total - \$14,126.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#12 Instructional Assistants or Staffing Support	\$ 4,500.00
LAND Trust Academic	Salaries & Benefits	#5 Stipends for Personalized Learning about PCBL strategies	\$ 4,425.00
LAND Trust Academic	Salaries & Benefits	#8 Substitutes for Teacher Mentoring Program and job-embedded professional development	\$ 1,000.00
LAND Trust Academic	Salaries & Benefits	#10 Attendance and Chronic Absenteeism Interventionist	\$ 750.00
LAND Trust Academic	General Supplies, Other	#7 Headphones	\$ 500.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#7 Supplementary Software Programs (BrainPop, Mystery Science, Generation Genius, and Raz plus).	\$ 1,733.50
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#7 Maintain and upgrade classroom technology	\$ 1,217.50

<i>Goal Short Title</i>	Kindergarten Pathways of Progress Goal
<i>Goal Statement</i>	Sixty percent of Kindergarten students will achieve typical, above typical, or well above typical growth on the Acadience Reading Pathways of Progress MOY Benchmark.
<i>Measures</i>	Acadience Reading Middle of Year (MOY) Pathways of Progress Data (2022-2023)
<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. Kindergarten teachers will be trained on how to progress monitor using mClass.
4. Kindergarten teachers will use progress monitoring data to strategically group students for targeted interventions during the year.
5. Kindergarten teachers will participate in PCBL-focused professional development and will be incentivized to implement PCBL strategies in their classrooms through purchasing and providing teachers with stipends. Kindergarten teachers will then utilize PCBL instructional pedagogy strategies in the classroom to help students achieve mastery.
6. Kindergarten teachers will meet regularly in PLCs to review student responses to interventions, student progress, and to adjust student groups.
7. Kindergarten teachers will utilize computers, headphones, software, and other technology, funded through LAND Trust, to build students' vocabulary and address reading skill deficiencies.
8. 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.
9. Kindergarten teachers will complete LETRS professional development training to build their capacity in the science of reading.
10. 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.
11. The ELA Coordinator will work closely with kindergarten teachers and instructional assistants to guide them through the planning and intervention process.
12. Instructional assistants will support the kindergarten teachers' responsibility of ensuring that students learn and make progress on individualized goals.
13. Kindergarten teachers will implement Second Step with fidelity to facilitate social emotional learning (SEL), emotional regulation, stress management, impulsivity control, and self-efficacy in our students.
14. Kindergarten 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)

#PCBL#SEL

District Strategic Plan Area(s)

Student Growth & Achievement

Academic area(s) addressed by the goal

Reading

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

Yes

Will LANDTrust funds be used to support the

Goal LAND Trust Expense Total - \$14,126.00

implementation of this goal?

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#12 Instructional Assistants or Staffing Support	\$ 4,500.00
LAND Trust Academic	Salaries & Benefits	#5 Stipends for Personalized Learning about PCBL strategies	\$ 4,425.00
LAND Trust Academic	Salaries & Benefits	#8 Substitutes for Teacher Mentoring Program and job-embedded professional development	\$ 1,000.00
LAND Trust Academic	Salaries & Benefits	#10 Attendance and Chronic Absenteeism Interventionist	\$ 750.00
LAND Trust Academic	General Supplies, Other	#7 Headphones	\$ 500.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#7 Supplementary Software Programs (BrainPOP, Mystery Science, Generation Genius, and Raz plus).	\$ 1,733.50
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#7 Maintain and upgrade classroom technology	\$ 1,217.50

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Kindergarten Pathways of Progress Goal	LAND Trust Academic	Salaries & Benefits	#12 Instructional Assistants or Staffing Support	\$4,500.00
Kindergarten Pathways of Progress Goal	LAND Trust Academic	Salaries & Benefits	#5 Stipends for Personalized Learning about PCBL strategies	\$4,425.00

Kindergarten Pathways of Progress Goal	LAND Trust Academic	Salaries & Benefits	#8 Substitutes for Teacher Mentoring Program and job-embedded professional development	\$1,000.00
Kindergarten Pathways of Progress Goal	LAND Trust Academic	Salaries & Benefits	#10 Attendance and Chronic Absenteeism Interventionist	\$750.00
Kindergarten Pathways of Progress Goal	LAND Trust Academic	General Supplies, Other	#7 Headphones	\$500.00
Kindergarten Pathways of Progress Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#7 Supplementary Software Programs (BrainPOP, Mystery Science, Generation Genius, and Raz plus).	\$1,733.50
Kindergarten Pathways of Progress Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#7 Maintain and upgrade classroom technology	\$1,217.50
Math Essential Skills Goal	LAND Trust Academic	Salaries & Benefits	#10 Instructional Assistants or Staffing Support	\$4,500.00
Math Essential Skills Goal	LAND Trust Academic	Salaries & Benefits	#4 Stipends for Personalized Learning about PCBL strategies	\$4,425.00
Math Essential Skills Goal	LAND Trust Academic	Salaries & Benefits	#7 Substitutes for Teacher Mentoring Program and job-embedded professional development	\$1,000.00
Math Essential Skills Goal	LAND Trust Academic	Salaries & Benefits	#8 Attendance and Chronic Absenteeism Interventionist	\$750.00
Math Essential Skills Goal	LAND Trust Academic	General Supplies, Other	#6 Headphones	\$500.00
Math Essential Skills Goal	LAND Trust Academic	Online Curriculum or Subscriptions	#3 Math Screener Student Subscriptions	\$2,000.00
Math Essential Skills Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#6 Supplementary Software Programs (BrainPOP, Mystery Science, Generation Genius, and RAZ plus).	\$1,733.50
Math Essential Skills Goal	LAND Trust Academic	Software or Technology Hardware	#6 Maintain and upgrade classroom technology	\$1,217.50

		(each item < \$5000)		
Pathways of Progress Goal	LAND Trust Academic	Salaries & Benefits	#13 Instructional Assistants or Staffing Support	\$4,500.00
Pathways of Progress Goal	LAND Trust Academic	Salaries & Benefits	#5 Stipends for Personalized Learning about PCBL strategies	\$4,425.00
Pathways of Progress Goal	LAND Trust Academic	Salaries & Benefits	#8 Substitutes for Teacher Mentoring Program and job-embedded professional development	\$1,000.00
Pathways of Progress Goal	LAND Trust Academic	Salaries & Benefits	#11 Attendance and chronic absenteeism interventionist	\$750.00
Pathways of Progress Goal	LAND Trust Academic	General Supplies, Other	#7 Headphones	\$500.00
Pathways of Progress Goal	LAND Trust Academic	Online Curriculum or Subscriptions	#9 Scholastic News	\$2,200.00
Pathways of Progress Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#7 Supplementary Software Programs (BrainPop, Mystery Science, Generation Genius, and Raz plus).	\$1,733.50
Pathways of Progress Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#7 Maintain and upgrade classroom technology	\$1,217.50
TSI Goal	LAND Trust Academic	Salaries & Benefits	#12 Instructional Assistants or Staffing Support	\$4,500.00
TSI Goal	LAND Trust Academic	Salaries & Benefits	#5 Stipends for Personalized Learning about PCBL strategies	\$4,425.00
TSI Goal	LAND Trust Academic	Salaries & Benefits	#8 Substitutes for Teacher Mentoring Program and job-embedded professional development	\$1,000.00
TSI Goal	LAND Trust Academic	Salaries & Benefits	#10 Attendance and Chronic Absenteeism Interventionist	\$750.00
TSI Goal	LAND Trust	General Supplies,	#7 Headphones	\$500.00

	Academic	Other		
TSI Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#7 Supplementary Software Programs (BrainPop, Mystery Science, Generation Genius, and Raz plus).	\$1,733.50
TSI Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#7 Maintain and upgrade classroom technology	\$1,217.50

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 60,704.00
G - Total projected funding for next year SY22-23	\$ 60,704.00
H - Total planned expenditures for next year SY22-23	\$ 60,704.00
I - Planned carryover into the following year SY23-24	\$ 0.00
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any unused LAND Trust funds will be spent on updating technology at the school and/or any goals or action steps as written in the current plan.
Plan for sharing the school LANDTrust plan with the community	School website
Additional plan for sharing the school LAND Trust plan with the community.	

Additional Items for Title I Schools

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*
- 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:

Attendance Data

Chronic Absenteeism Data

Essential Math Skill Data

Acadience Math Data

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

Website

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

Pathways of Progress Goal

TSI Goal

Kindergarten Pathways of Progress Goal

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

Essential Math Skills Goal

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

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

Collaborative Coaching

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:

At-risk students are invited to participate in before school and after school intervention programs where teachers and instructional assistants work to help improve both academic and social emotional skills.

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.*
- 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:

Parents are consistently invited to provide feedback both digitally and via feedback forms to the school during the entire school year.

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

Website

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

Budget & Student Outcomes: Highly qualified paraprofessionals in the school

Evidence of how the Title I plan and designation of funds impact student learning and achievement. 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)?

Examples: Associate degree, 48 hrs., of pass test The school will provide this information to Federal Programs by October 1

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/28/2022
Number who approved	5
Number who did not approve	0
Number who were absent or abstained	1