



Teacher Student Success Plan LAND Trust only

South Clearfield Elementary - SY 2023

Principal Robert Kinghorn

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 South Clearfield Elementary is to promote the mission of learning first while providing a safe and nurturing environment where children can learn and grow. To accomplish our purpose, we have created a school culture of continuous improvement in learning and teaching through (1) shared vision, value, and beliefs; (2) supportive structural conditions; (3) unwavering focus on student learning; (4) collaborative teaming; (5) focus on results through data-based assessment and instruction; (6) instructional agility.

Description of the School

Community

Student Body

Our student body reflects a diverse population and is composed of 60% Caucasian, about 28% Hispanic/Latino, 4% Multiple Races, 1% Native American, 2% Asian, 4% African American, and 4% Pacific Islander. Our projected enrollment from 2021/2022 and the decline in students attending school on campus was at 550 to 600. We are currently at 560 students who are enrolled for the 2023 school year.

Staff

South Clearfield Elementary has over 90 highly qualified faculty and staff. 23 Certified Teachers, including 5 Special Education Teachers 8 Essential Elements Assistants 5 Office Staff 2 General Education Special Education Assistant 7 Teacher Assistants as part of being an Academy School 10 K-6 Tutors 1 Optional Extended Kindergarten (OEK) Kindergarten Tutor 1 English Language Learner (ELL) interventionist 2 Head Start Teachers 1 Counselor 1 Psychologist 1 Technology Integration Coach 2 Speech Language Pathologists 1 English Language Arts Coordinator 1 Math Coach 1 Librarian 1 Science Technology Engineering Arts and Math (STEAM) 1 Schoolwide Enrichment Model (SEM) Teacher 1 Art/Music Teacher 1 Physical Education Teacher 1 After School Director 4 After School Assistants 1 Therapist through Davis Behavioral Health 2 AmeriCorps Mentors 1 Family Service Worker (Social Worker) 80 Latinos in Action (LIAs) 17 Big Brothers / Big Sisters from Big Brother Big Sisters of Salt Lake

School Culture

South Clearfield Elementary has a culture of academic, social, emotional, and physical excellence. South Clearfield Elementary has a master schedule to ensure that every moment of the instructional day is optimized. There is an unwavering focus on student learning with high expectations and high student engagement in every classroom. Our educators focus on results, using summative and

formative data, along with reflective dialogue. Teachers work to develop common assessment to assess student progress and allow for flexible grouping across grade levels. Faculty and Staff are devoted and committed to helping every child find success through meaningful learning experiences and activities. Teachers have a shared vision regarding the safety and progress of every child and work collaboratively to ensure the well being and development of all children. Support staff are committed to providing a safe and welcoming environment We are committed to technology being purposefully used within each classroom. We are among a few schools who are leaders in the Davis School District for personalized learning. This is the combination of an excellent teacher and technology that is used to enhance and provide deeper level content acquisition for students. Technology integration is such that each student is provided with a one-to-one device. Over the past two years we refreshed all one-to-one computers for our students. We have one-to-one iPads in Pre-K through Second Grade, while in Third through Sixth grade all students have a laptop. We are continuing to assess technology needs, and address them to ensure that students have the tools needs to be successful. We pride ourselves on having well-functioning Professional Learning Communities that are focused on student success through common assessments, planning, and data driven instruction. South Clearfield Elementary students can attend before/after school programs and clubs which support student learning. These programs allow students to work on their homework under the direction of two certified teachers. They also get involved in many civic activities that allow our students to serve others in our community. Additionally, our clubs provide our students with extra-curricular activities that they would not have otherwise had access. We have a very dedicated Parent Teacher Association (PTA) and Community Council. South Clearfield Elementary is a Title 1 school which allows us to reduce class sizes and provide additional academic support for our students. The above-mentioned resources help us to best serve all students, ensuring they are academically, socially, emotionally, and civically successful. This is especially the case when considering that our school has a higher ratio of lower income student households (free and reduced lunch rates) than other schools in our county. South Clearfield Elementary has a culturally diverse student population. When outstanding instruction is complemented by a culturally rich and diverse student population and community, the positive experiences that students can have is second to no other school. Our strength as a school is most certainly found in the diversity of our student body and parent community.

Unique Features & Challenges

South Clearfield Elementary is a United Way of Salt Lake City Promise Neighborhood Coalition School. Through the Davis Community Learning Center (DCLC) South Clearfield receives additional grants and support providing programs such as AmeriCorps Read Today, AmeriCorps Success Mentor for Attendance, after school English as a Second Language (ESL) support, and mental and physical health services to support students and families. Through a United Way Grant provided through the DCLC, we can provide 20 of our students with a Big Brother or Big Sister from the National Big Brothers and Big Sisters Program. Some of our unique challenges include a high percentage of student mobility, a lack of parental involvement, student behaviors, chronic absenteeism, and ELL needs. Students have a lack of technology in the home. Because of these challenges, we struggle to keep the high-level learners enriched. Many of our students have Adverse Childhood Experiences (ACEs).

Additional Information

We are a one-to-one device school. This allows teachers to have a more personalized learning environment. This does not mean that students are on devices all day. In fact, it's the opposite. Instead of scheduling time for devices, and rotating them, students and teachers can use them when they are applicable, not just because they are available.

We do not use technology just for the sake of using technology. We use it as a tool to enhance the learning that is taking place. With a great teacher and the purposeful use of technology, paired with the 4C's (Communication, Collaboration, Critical Thinking, and Creativity) and following the Substitution, Augmentation, Modification and Redefinition (SAMR) Model, we are seeing students thrive, while becoming more academically successful. We have a before and after school program to accommodate the needs of families. We also maintain a Head Start/Preschool program and utilize Latinos in Action from Clearfield High and North Davis Jr. High to further the development and growth in reading and math.

Additionally, we have a Family Support Specialist (FSS) and a 9-hour per week therapist funded by the United Way of Salt Lake City (UWSLC).

Needs Analysis

Notable Achievements

South Clearfield Elementary is one of two University Academy School in the Davis School District (DSD). We are leading out in the state and country in this areas are we work with Universities throughout the state to mentor and train pre-service teachers. This designation means that all our teachers are not only highly trained for Tier one whole class and Tier two small group and individual instruction, they are trained on how to mentor future teachers. We are working with Utah Schools of the Future, DSD Professional Learning and Quality Staffing, and DSD Teaching and Learning Department to create an atmosphere where pre-service teachers will have the needed skills and ability with the hands-on rich experience of teaching in a school that is culturally rich and diverse. This can only be accomplished in a school where teachers are not only incredible and teaching students, but can simotaniouly model and

discuss 21st century strategies paired with time tested instructional movements that allow for students to thrive, both our students and those who are pre-service teachers learning from the best.

Our students, teachers, staff, and parents have worked hard and smart to ensure that all students will continue to be academically, socially, and emotionally successful. We have restructured Local Case Management (LCMT) and because of the restructuring it's working very well.

All Faculty and Staff members are dedicated to the academic, social, emotional, and physical well-being of our students. We know and believe that all students can be successful! We are pioneering personalized learning while ensuring that great teaching and planning leads out with technology following. We created a K-6 personalized learning rubric we have created that allows teachers to successfully create a playlist that is driven with the end-in-mind while having a heavy focus on objectives and success criteria that drive outcomes. It also allows for students to have choice to show their mastery in their learning within any given curricular area. This, in turns allows us to focus on a variety of learning speeds and styles to address the vast needs in different learning abilities and capabilities.

Areas of Recent Improvement

When looking at a three year comparison of RISE data, excluding 2020, when we didn't have the data due to COVID, we have gone from nearly the last when comparing like schools in the areas of English Language Arts (ELA), Math, and Science, to being tied for first in ELA, Fourth of Seventeen Schools in Math, and sixth of Seventeen Schools in Science. We identified that areas within these specific areas that show as a weakness, and through that focus, will and using RISE Benchmark data as a formative assessment, will continue to see substantial growth in all areas.

Areas of Needed Improvement

We are focused on the individual needs of each student and through personalized learning pathways, with a K-6 alignment, we are well on our way to accomplishing our goals. Next steps are to ensure that this alignment is in place for all academic areas.

Additionally we are heavily focused on K-6 reading intervention with Tier I, Tier II, and now Tier III supports in place to ensure all K-6 students are successfully reading on grade level. This is being done through our grade level PLCs and meetings, LCMT, PD, SpEd Team, and coaches.

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')
75% of K-3 students will show "typical" (or higher) progress on Acadience (DIBELS) Pathways to Progress on end-of-year (EOY) Acadience.	Did not meet goal	As a school we were at 71% of students on or above grade level when looking at Acadience K-3 data.
Increase student academic achievement by reducing the number of students who are chronically absent. Average attendance of 96% for entire school by April 1, 2021.	Did not meet goal	In the 2021 school year, we have struggled with attendance. Due to student exposure to COVID, fear of exposure to COVID, and/or actually contracting COVID we dropped below a 90% attendance rate.
Increase student achievement for grades K-2 in Mathematics by 5%.	Met goal	Based on formative and summative RISE data, this goal was accomplished.
Increase school proficiency level	Did not	Although the goal was not met, we did well and will continue to strive to be the

to 50% or higher and at a growth rate of 60% or higher in grades 3-6 in Language Arts.

meet goal

best.

We have gone from nearly the last when comparing like schools in the area of English Language Arts (ELA) tied in first. We identified that areas within these specific areas that show as a weakness, and through that focus, will and using RISE Benchmark data as a formative assessment, will continue to see substantial growth in all areas.

Increase school proficiency level to 50% or higher and at a growth rate of 60% or higher in grades 3-6 in science.

Did not meet goal

Although the goal was not met, we did well and will continue to strive to be the best.

We have gone from nearly the last when comparing like schools in the area of Science, to being to being sixth of Seventeen Schools in Science. We identified that areas within these specific areas that show as a weakness, and through that focus, will and using RISE Benchmark data as a formative assessment, will continue to see substantial growth in all areas.

Teachers will effectively implement LEAN principles as measured by Evaluate Davis indicators to benefit both the teacher and student in the educational process.

Met goal

We are using a backwards by design approach for LEAN since we were limited in the types of PD we could hold due to COVID for the 2022 school year. Focusing on GMEBA Walks and the wealth in getting to know what effectyl working in other classrooms within the schools, teachers have been able to observe new and different successful strategies based on the following outline.

SC GEMBA Walk

Objective for Today: Focus on the Processes – Not People

Objectives – Effective ways to ensure students know the objectives and can reflect on them.

Activities – Strategically planned (Sequenced) activities and Playlists that lead to mastery.

(4Cs Integrated? Collaboration – Creativity – Communication – Critical Thinking)

Technology – How is technology integrated to add value? SAMR Model?

Transitions – What is working well? Creates and keeps bell-to-bell learning?

Did we see Rotations, and if so, how were they effective?

Environment – Do students have the opportunity to have ownership over their learning and within their learning environment. What does that look like? What does that sound like?

An improvement methodology based on a student-centric definition of value, and providing that value in the most effective way possible, through a combination of the elimination of waste and a motivated and engaged student body.

5S: The principle of waste elimination through workplace organization. The 5 words are: *sort, straighten, scrub, systematize, and standardize*. Safety is often included as a sixth S.

Waste: Any activity that uses resources but creates no value for the student. There are 9 wastes in education: Over Production, Talent, Time, Motion, Process Handling, Assets, Capacity, Knowledge, and Defects.

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
80% of K-6 students will show “typical” (or higher) progress on Acadience Pathways to Progress on end of year (EOY) Acadience.	Progressing according to plan	<p>We have followed our plan very well, while also adjusting as needed. We found that many students needed more, tier three instruction because at first glance their data is mimicking someone who could have a learning disability. However, through assessment, we found that these students likely have a lack of exposure to quality instruction. Through the use to interventionist working at a tier three level with the SPIRE program, we are seeing a ton of gains for students. If students are not getting these gains, we then working our Local Case Management team to start looking at the possibility of a learning disability.</p> <p>Teachers, along with our English Language Arts Coordinator have also focused heavily on Tier one, Tier two, and Tier three instruction and effectively implementation at all three levels. This is showing high success rates for students and their progress towards being successful readers.</p>
Increase student academic achievement in core areas (ELA, Math, and Science) by reducing the number of students who are chronically absent. Average attendance of 96% for entire school by April 1, 2022.	Not progressing according to plan	<p>In the 2022 school year, we have struggled with attendance. Even while focusing heavily on this area, and allowing students to use a Zoom link and work from home when needed to be out of school, due to student exposure to COVID, fear of exposure to COVID, and/or actually contracting COVID, we have 33% of our students who are Chronically Absent. We are focused on working with families and student to ensure that attendance improves for the overall daily attendance.</p>
Improve student SEL skills in five CASEL competencies by implementing SEL direct instruction and SEL instructional strategies.	Progressing according to plan	<p>Along with the action plan in this goal, we have morning questions for all K-2 and 3-6 graders that focuses on a topic from CASEL on SEL. These are then used in morning meetings for all classrooms.</p> <p>As a school we are also focused on having restorative conversations with all students, when needed. This as a whole helps with the emotional and social connections to our school, and helps with the overall behavior and academic areas for each student.</p>
All students will be provided with instructional agility within a blended learning environment. Classrooms will establish individualized learning targets and 90% of students will make sufficient progress on or above to reach those targets in which they have individually set with their teacher while utilizing playlists that allow for mastery based projects to determine mastery within any given curricular area including ELA, Math, and Science.	Progressing according to plan	<p>Through the systematic use of a K-6 rubric for a playlist that allows for the personalization of education for all students, in all areas, we have come a long way as a school. Students have more choice in what they are doing to show mastery within grade level concepts, while also having the options for enrichment and/or intervention to be built right into this process. Month we are coordinating with all grade levels in a vertical alignment to see what's working, what's not, and where we need to pivot as a school or specific grade level/teacher. This alignment has created student ownership from year to year as they know what the expect and how to show knowledge and mastery within any given subject.</p> <p>The alignment has also helped in all areas with GEMBA walks, Professional Learning Community (PLCs) weekly meetings, PD from our English Language Arts Coordinator, Math Coach, Technology Coach, Grade Level Teams and Teachers, and our Administration Team.</p>

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 16,961.15
B - Allocated new funds for current year SY21-22	\$ 49,581.00
C - Total Budget for current year SY21-22	\$ 66,542.15
D - Projected spending during current year SY21-22	\$ 66,542.15
E - Expected carryover from current year SY21-22	\$ 0.00
F - Projected new funding for next year SY22-23	\$ 75,325.00
G - Total projected funding for next year SY22-23	\$ 75,325.00

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	K-3 Literacy
<i>Goal Statement</i>	Eighty percent of students in grades K-3 will make typical or above progress based on Acadience Pathways from beginning of year (BOY) to end of year (EOY) Assessment data.
<i>Measures</i>	MOY and BOY Acadience Reading Pathways to Progress scores. End goal will be determined by growth in Acadience Reading Pathways based on progress for students from BOY to EOY Benchmarks.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. During the first few weeks of school we will meet with all teams, assess current student data, intervention, and needs. Based on assessments, personalized learning paths will be created for all students. 2. Focus on relevance, clarity, purpose, controlling ideas, and success criteria. 3. Ongoing communication with teachers, administration, ELA coach, students and parents concerning Acadience Reading BOY, MOY, and EOY benchmarks. 4. Monitor school-wide Acadience Reading data using beginning of the year benchmark and continued progress monitoring throughout the year. 5. Continued professional development on fluency and comprehension techniques that will help students with their overall reading ability. In addition to our weekly PLCs, we will hold three data meetings throughout the school year. These will be held in terms one, two, and three. 6. Provide additional opportunities for ELL students to become proficient readers. 7. Waterford and i-Ready will be one component of this for afterschool. 8. During the school day we will have our ELL students working in dyad reading groups to help with neurological impress using current and additional books in the library. 9. Implementation of personalized learning for all students to help them be successful on their level and within their personalized learning pathway.
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#PCBL#TeacherLeaders#GraduationRates#CollegeCareerReady#Tech
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement

<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Science Social Studies Technology			
<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>	Yes			
	Goal LAND Trust Expense Total - \$53,000.00			
	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
	LAND Trust Academic	General Supplies, Other	#1 Intervention Supplies for all levels of Tier I, Tier II, and Tier III.	\$ 10,000.00
	LAND Trust Academic	Salaries & Benefits	#1 Tutors/Interventionist - Wages plus SS	\$ 30,000.00
	LAND Trust Academic	Library Books	#8 Books for Library	\$ 3,000.00
	LAND Trust Academic	Professional and Technical Services	#5 Professional Development related to reading intervention and strategies for engaging students from lower SES areas as well as ELL students for Faculty and Staff	\$ 10,000.00

<i>Goal Short Title</i>	Attendance
<i>Goal Statement</i>	Increase student academic achievement in ELA, Math, and Science by reducing the number of students who are chronically absent. Average attendance of 96% for entire school by April 1, 2021.
<i>Measures</i>	We use comparisons of end-of-level testing as available to show student improvement with their improved attendance. Average attendance report in Encore.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Administration discusses attendance and incentives with students, parents, and staff to get their input on what’s working and what needs to be changed. The items in this action plan are based on these discussions and student input. 2. Ongoing communication with student and parents concerning overall and individual attendance data. 3. School meetings and home visits will be conducted on an as needed basis (for students with excessive absences) to connect with parents and get them on the same team as us to be an advocate for their child’s attendance. 4. For students who are missing school for sickness, our school nurse will reach out to these families and see if there is anything she can help them with. 5. School Attendance Mentors monitor and help around 200 students who are among those with the highest rates of chronic absenteeism after COVID related absences. 6. We will use the Davis School District ENCORE tracking system to monitor school-wide attendance data. This will notify parents when students have missed 6, 10, and 15 days of school.

- 7. At the end of each term, all students who have had perfect attendance will be invited to an attendance party with the principal and given a perfect attendance certificate. LAND Trust will be used for student incentives.
- 8. All grades will compete weekly to win a traveling trophy. The class with the fewest absences wins the trophy to display in their classroom for a week. If they can maintain the best attendance for three weeks in a row, that class will get a surprise.

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

#PCBL|#SEL|#TeacherLeaders|#GraduationRates|#CollegeCareerReady

District Strategic Plan Area(s)

Student Growth & Achievement|Parent & Community Connections|Culture

Academic area(s) addressed by the goal

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

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 - \$1,300.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	General Supplies, Other	#7 Student Incentives for Attendance (650 students @ \$2.00 per student)	\$ 1,300.00

Goal Short Title

Personalized Learning

Goal Statement

All students will be provided with instructional agility within a blended learning environment. Classrooms will establish individualized learning targets and 90% of students will make sufficient progress on or above to reach those targets in which they have individually set with their teacher while utilizing playlists that allow for mastery based projects to determine mastery within any given curricular area including ELA, Math, and Science.

Measures

Increase school proficiency level of 50% or higher and at a growth rate of 55% or higher in grades 3-6 on end-of-level assessments in RISE with the areas of ELA, Math and Science. KEEP Assessments CRT Assessments.

The use of the common school-wide rubrics for grades K-6. Reviewed monthly in PLC's.

Have common goals and expectations for students K-6.

Ongoing PD in blended learning for faculty and staff.

End of year State writing Assessment for fifth grade students, along with Writing Benchmarks for Grades third, fourth, fifth, and sixth.

Action Plan (please number steps)

1. Ensure that we are inclusively teaching all student with an understanding and variety of leaning speeds and styles of students while implementing personalized learning strategies with pathways guided by playlists and PCBL addressing the needs of different abilities and capabilities within or school.
2. Meet with grade levels monthly and discuss what is working well and what needs to be adjusted in a vertical and horizontal alignment,

3. Provide more resources for all students, including those who would be in our gifted and talented program by increasing our SEM teacher time with students, along with the funding for a Beverly T Sorensen Art integration teacher through our partnership with Weber State University.
4. Ongoing communication with teachers, administration, ELA coach, students and parents concerning Acadience BOY, MOY, and EOY benchmarks.
5. Monitor school-wide Acadience data using beginning of the year benchmark and continued progress monitoring throughout the year.
6. In addition to our weekly PLCs, we will hold three data meetings throughout the school year. These will be held in terms one, two, and three.
7. All classrooms will take a beginning of the year writing assessment to have a benchmark. This will be completed by fall 2022 for all classrooms. The second assessment will be completed by March 15, 2021. Revamp the schoolwide graphic organizer in grades K-6 for continuity, and fluidity among grade levels, as well as allowing for a much deeper level writing acquisition for our students.
8. Focus on teacher clarity, purpose, relevance, controlling ideas, and success criteria.
9. High quality instruction in the classroom, developed through PLC's and professional development.
10. Colleague to colleague mentoring, observations, and feedback to help with best practices, intervention, and personalized learning.
11. Conducting GEMBA Walks: Faculty will be introduced to this practice in the 2019/2020 school year with LEAN principles.
12. Provide each teacher with bi-monthly trainings for math and ELA techniques and instructional opportunities to enhance what is being taught in the classroom. These will be facilitated in faculty meeting by teachers, coaches, and administration.
13. All grade levels will monitor use of summative and formative assessments in math, ELA, and science. This will guide their instruction and the pace at which this instruction is being delivered.
14. Assessment results will be compared in weekly PLC's and will guide the delivery of quality instruction in the classroom.
15. Afterschool Math Program will be funded through United Way to help students remediate math skills. This help with both enrichment and remediation.
16. Software and/or hardware to support blended learning will be paid for with LAND Trust monies. i-Ready math curriculum.
17. Connecting what students are working on at school with parents through technology.

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

#PD|#Tech|#PCBL|#TeacherLeaders|#GraduationRates|#CollegeCareerReady|#DigitalCitizenship/SafetyPrinciples

District Strategic Plan Area(s)

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

Academic area(s) addressed by the goal

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

Does this action plan include behavioral / character education /

No

<i>leadership efforts?</i>													
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Yes Goal LAND Trust Expense Total - \$21,025.00												
	<table border="1"> <thead> <tr> <th style="background-color: #d9d9d9;">Funding Source</th> <th style="background-color: #d9d9d9;">Expense Category</th> <th style="background-color: #d9d9d9;">Description</th> <th style="background-color: #d9d9d9;">Item Cost</th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#3 Beverly T. Sorensen Arts Integration Teacher.</td> <td>\$ 10,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Online Curriculum or Subscriptions</td> <td>#16 i-ready math curriculum</td> <td>\$ 11,025.00</td> </tr> </tbody> </table>	Funding Source	Expense Category	Description	Item Cost	LAND Trust Academic	Salaries & Benefits	#3 Beverly T. Sorensen Arts Integration Teacher.	\$ 10,000.00	LAND Trust Academic	Online Curriculum or Subscriptions	#16 i-ready math curriculum	\$ 11,025.00
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Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Attendance	LAND Trust Academic	General Supplies, Other	#7 Student Incentives for Attendance (650 students @ \$2.00 per student)	\$1,300.00
K-3 Literacy	LAND Trust Academic	General Supplies, Other	#1 Intervention Supplies for all levels of Tier I, Tier II, and Tier III.	\$10,000.00
K-3 Literacy	LAND Trust Academic	Salaries & Benefits	#1 Tutors/Interventionist - Wages plus SS	\$30,000.00
K-3 Literacy	LAND Trust Academic	Library Books	#8 Books for Library	\$3,000.00
K-3 Literacy	LAND Trust Academic	Professional and Technical Services	#5 Professional Development related to reading intervention and strategies for engaging students from lower SES areas as well as ELL students for Faculty and Staff	\$10,000.00
Personalized Learning	LAND Trust Academic	Salaries & Benefits	#3 Beverly T. Sorensen Arts Integration Teacher.	\$10,000.00
Personalized Learning	LAND Trust Academic	Online Curriculum or Subscriptions	#16 i-ready math curriculum	\$11,025.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 75,325.00
G - Total projected funding for next year SY22-23	\$ 75,325.00
H - Total planned expenditures for next year SY22-23	\$ 75,325.00

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%	
Plan for sharing the school LANDTrust plan with the community	Labels to identify LAND Trust purchases School newsletter School website School marquee
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:

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

Website|Newsletter|Meeting|Available in Office or Library

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

Goal 1 and 4, focus on success in Language Arts.

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

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/Collaborative Coaching/Other (please explain)

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

Faculty Meetings focused on horizontal and vertical alignments.

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:

Every item that is listed in our plan is very carefully thought through in how we can ensure students in our school are successful. Some of these are as follows, but are not limited too:

Small group and individual intervention for students in a Tier I, Tier II, and Tier III environment.

Providing students with devices to use at home to access all curricular areas High quality instruction in the classroom, developed through PLC's and professional development.

After school program with tutoring in place Provide additional opportunities for ELL students to become proficient readers.

Waterford and i-Ready will be one component of this for afterschool.

During the school day we will have our ELL students working in dyad reading groups to help with neurological impress using current and additional books in the library and bookroom. We pay for additional hours for our ELL tutoring weekly. (DSD funds a 19.5 hour position that we increase to 29.5 with an additional 29.5 as well).

Implementation of personalized learning for all students to help them be successful on their level and within their personalized learning pathway.

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:

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

Back to School|Website|ILP Conferences

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

All Title 1 funding has been used in accordance to LEA, State, and Federal guidelines to ensure that students have more opportunities to be success. We have a budgeting committee that helps determine what funds should be spent where and how, while ensuring that it aligns with guidelines listed above. We keep a detailed record of all expenditures and detail all costs used from our Title 1 funding.

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

The Davis School District ensures that all employees working in our schools are highly qualified along with us as a school. Before hiring, all employees are required to take a highly qualified test, unless they have 48 or more college hours of a Bacheors or greater degree. They are then required to pass this test before beginning their employment.

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

Through our schools Budgeting Committee / JSSC / and Community Council.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/30/2022
Number who approved	5
Number who did not approve	0
Number who were absent or abstained	4