



# BOARD REPORT

## Teacher Student Success Plan TSSA and LAND Trust

**King Elementary - SY 2022**

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 453 students of which the two largest ethnicities are Caucasian (77%), and Hispanic (13%). Of our students, 37% are economically disadvantaged and 14% receive special education services.

## Staff

King has 23 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 features multiple enrichment programs that include school choirs, art clubs, Lego Robotics, STARBASE and STARBASE 2.0 STEM programs, MESA, Chess clubs, and an after-school program that puts on a production each year.

## 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. This year, 63.3% of students in Kindergarten through 3rd grade achieved proficiency as measured by Middle of Year (MOY) Acadience testing. This was a 2% increase from the prior year, but a net gain overall of 7% based on where students performed at the beginning of the year.

## Areas of Needed Improvement

In both literacy and math, improving proficiency and growth remain key areas of focus. The school also would like to develop and increase student capabilities of self-awareness, social awareness, and responsible decision making through the school-wide implementation of a social-emotional learning curriculum. Community involvement and support also continue to be a critical concern.

# Prior Year Status Report

## Report progress on PRIOR YEAR 2020 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
<p>In grades K-6, 67% of students demonstrated proficiency on 2018-2019 Middle of Year MOY Acadience Reading Benchmark. 73% of K-6 students will demonstrate proficiency on 2019-2020 MOY Acadience Reading Benchmark, for a 6% increase or approximately 30 students school wide.</p>	<p>Did not meet goal</p>	<p>King Elementary unfortunately did not reach our reading proficiency goal despite following our outlined action steps. However, additional action steps that we hope to implement the following year include:</p> <ol style="list-style-type: none"> <li>1. Teachers will set Pathways of Progress Goals by Oct. 2<sup>nd</sup> for each student. Teachers will communicate the goals to both students and parents.</li> <li>2. Teachers will discuss Pathways of Progress aim lines at each ½ day PLC leading up to the MOY Acadience benchmark in January.</li> <li>3. 1st and 2nd grade teachers will implement the Davis School District Blending Routine and a daily repeated fluency routine with fidelity.</li> </ol>
<p>75% of students will demonstrate proficiency in their grade level math fluency standard by end of term 3 in the 2019-2020 school year.</p>	<p>Did not meet goal</p>	<p>King Elementary unfortunately did not reach our math goal despite following our outlined action steps. However, additional action steps that we hope to implement the following year include:</p> <ol style="list-style-type: none"> <li>1. Teachers will develop common formative assessments for a grade level DESK priority standard of their choosing with assistance from the school's math specialist. A common formative assessment will be given at the end of the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Term. This data will be used to guide their instruction throughout the year.</li> </ol>
<p>Office referrals will be reduced by 20% by the end of the 2019-2020 school year as compared to the 2018-2019 school year.</p>	<p>Met goal</p>	

# Current Year Progress Report

## Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<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 1<sup>st</sup> – 6<sup>th</sup> 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>	<p>Progressing according to plan</p>	<p>MOY Acadience data indicates that we have 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>	<p>Not progressing according to plan</p>	<p>Data indicates varied levels of progress. The school team will evaluate the goal's accompanying action steps to determine where improvements can be made.</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 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</p>	<p>Progressing according to plan</p>	<p>Standardized testing data collected at the end of the year will be used to determine if the goal was achieved. After the data is analyzed, the school team will evaluate the goal's accompanying action steps to determine where improvements can be made.</p>

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.

Progressing according to plan

Due to the COVID-19 pandemic, determining improvements in decreasing chronic absenteeism rates by student attendance data will be difficult.

Not progressing according to plan

MOY Acadience data indicates that we have not achieved our goal. The school team will evaluate the goal's accompanying action steps to determine where improvements can be made.

# TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 25,063.31
TSSA SY20-21 New Funding	\$ 59,038.00
TSSA Total funding for SY20-21	\$ 84,101.31
TSSA SY20-21 Anticipated Spending	\$ 84,101.31
TSSA Expected balance carried over into SY21-22	\$ 0.00
TSSA Anticipated new funding for SY21-22	\$ 60,487.00
TSSA Total funding available for SY21-22	\$ 60,487.00

Describe your school's SY20-21 Progress for TSSA Spending

We provided teachers with an additional contract day in August to improve their planning and preparation for the school year. We allocated money to provide teachers with stipends to compensate them for participating in additional training to improve the overall SEL capacity of our staff at our school. We purchased additional mobile technology equipment for both teachers and students. We provided professional development for our recess staff to reduce the number of behavior problems that is occurring outside of the classroom. Lastly, we purchased additional flexible seating furniture to meet the individual learning needs of our students.

# LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 3,776.41
B - Allocated new funds for SY20-21	\$ 64,001.00
C - Total Budget for SY20-21	\$ 67,777.41
D - Projected spending during SY20-21	\$ 67,777.41
E - Expected carryover from SY20-21	\$ 0.00
F - Projected new funding for SY21-22	\$ 53,295.94
G - Total projected funding for SY21-22	\$ 53,295.94



# Goals and Planned Actions / Resources

<p><i>Goal Short Title</i></p>	<p><b>Pathways of Progress Cohort Goal</b></p>
<p><i>Goal Statement</i></p>	<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 MOY 2020-2021 student cohort data, grades 1<sup>st</sup> – 6<sup>th</sup> will increase the percentage of students who achieve typical, above typical, or well above typical growth by 7% during the 2021-2022 school year.</p>
<p><i>Measures to determine progress</i></p>	<p>Acadience Reading Middle of Year (MOY) Pathways of Progress Data (2021-2022)</p>
<p><i>Action Plan</i></p>	<ol style="list-style-type: none"> <li>1. Teachers will set Pathways of Progress Goals by Oct. 2<sup>nd</sup> for each student. Teachers will communicate the goals to both students and parents.</li> <li>2. Teachers will discuss Progress Monitoring Data as they consult the Pathways of Progress aim lines at PLCs leading up to the MOY Acadience benchmark in January.</li> <li>3. Ensure 1-6 grade teachers are trained on how to progress monitor using mClass.</li> <li>4. Teachers will use progress monitoring data to strategically group students for targeted interventions during the year.</li> <li>5. Classroom teachers will meet regularly to review student responses to interventions, student progress, and to adjust student groups.</li> <li>6. The ELA Coordinator will work closely with teachers and tutors to guide them through the planning and intervention process.</li> <li>7. Instructional Assistants will support the teacher’s responsibility of insuring that students learn and make progress on individualized goals by guiding students in both intervention and enrichment activities that are planned by the classroom teacher.</li> <li>8. Teachers will begin Units 1-4 of LETRS professional development training to build their capacity in the science of reading.</li> <li>9. 1<sup>st</sup> and 2<sup>nd</sup> grade teachers will implement the Davis School District Blending Routine and a daily repeated fluency routine with fidelity.</li> <li>10. The faculty and staff will implement Second Step with fidelity to facilitate healthy student behaviors and the development of SEL related skills such as emotional regulation, stress management, impulsivity control, and self-efficacy in our students.</li> <li>11. Teachers will hold regular restorative circles to proactively build emotional intelligence and empathy, which will positively impact student academic achievement.</li> <li>12. Technology will be purchased to support these goals and action steps.</li> </ol>
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PCBL#SEL</p>
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth &amp; Achievement</p>
<p><i>Academic area(s)</i></p>	<p>Reading</p>

*addressed by the goal*

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

*Will TSSA funds be used to support this goal?*

Goal TSSA Expense Total - \$11,252.00

<b><u>Funding Source</u></b>	<b><u>Expense Category</u></b>	<b><u>Description</u></b>	<b><u>Item Cost</u></b>
TSSA	Salaries & Benefits	Personalized Learning and SEL stipends for teachers. Additional Office, Attendance, and Recess Staff hours for support.	\$ 9,400.00
TSSA	Software / Technology Hardware < \$5000	Additional technology equipment for students and teachers.	\$ 602.00
TSSA	Professional and Technical Services	Playworks Professional Development	\$ 1,250.00

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

Yes

Goal LAND Trust Expense Total - \$27,447.23

<b><u>Funding Source</u></b>	<b><u>Expense Category</u></b>	<b><u>Description</u></b>	<b><u>Item Cost</u></b>
LAND Trust Academic	Salaries & Benefits	Instructional Assistants will support the teacher's responsibility of insuring that students learn and make progress on individualized goals.	\$ 11,750.00
LAND Trust Academic	Professional and Technical Services	Build teacher capacity for the science of reading, to support their instruction and intervention through receiving LETRS training.	\$ 12,000.00
LAND Trust Academic	Software / Technology Hardware < \$5000	Additional technology equipment for students and teachers.	\$ 3,697.23

<p><i>Goal Short Title</i></p>	<p><b>Priority Standard Math Goal</b></p>										
<p><i>Goal Statement</i></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>										
<p><i>Measures to determine progress</i></p>	<p>Common formative assessments developed by each grade level and approved by the King Elementary Math Coach.</p>										
<p><i>Action Plan</i></p>	<ol style="list-style-type: none"> <li>1. Teachers will develop a common formative assessment for their grade level DESK priority standard with assistance from the math specialist. The common formative assessment will be administered quarterly.</li> <li>2. Teachers will use progress monitoring and formative assessment data to:             <ol style="list-style-type: none"> <li>1. provide time for students to explore concepts prior to being explicitly taught (frontloading)</li> <li>2. utilize routines to provide exposure and build understanding regarding the priority standard throughout the school year (distributive practice)</li> <li>3. dedicate small group instruction time to remediate misconceptions regarding the priority standard (intervention).</li> </ol> </li> <li>3. Instructional Assistants will support the teacher’s responsibility of insuring that students learn and make progress on individualized goals by guiding students in both intervention and enrichment activities that are planned by the classroom teacher.</li> <li>4. The faculty and staff will implement Second Step with fidelity to facilitate healthy student behaviors and the development of SEL related skills such as emotional regulation, stress management, impulsivity control, and self-efficacy in our students.</li> <li>5. Teachers will hold regular restorative circles to proactively build emotional intelligence and empathy, which will positively impact student academic achievement.</li> <li>6. Technology will be purchased to support these goals and action steps.</li> </ol>										
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PCBL#SEL</p>										
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth &amp; Achievement</p>										
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Mathematics</p>										
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	<p>Yes</p>										
<p><i>Will TSSA funds be used to support this goal?</i></p>	<p>Goal TSSA Expense Total - \$11,252.00</p> <table border="1" data-bbox="456 1898 1487 2020"> <thead> <tr> <th data-bbox="456 1898 573 1969"><u>Funding Source</u></th> <th data-bbox="573 1898 792 1969"><u>Expense Category</u></th> <th data-bbox="792 1898 1320 1969"><u>Description</u></th> <th data-bbox="1320 1898 1487 1969"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1969 573 2020"></td> <td data-bbox="573 1969 792 2020"></td> <td data-bbox="792 1969 1320 2020"></td> <td data-bbox="1320 1969 1487 2020"></td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>				
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TSSA	Salaries & Benefits	Personalized Learning and SEL stipends for teachers. Additional Office, Attendance, and Recess Staff hours for support.	\$ 9,400.00
TSSA	Professional and Technical Services	Playworks Professional Development	\$ 1,250.00
TSSA	Software / Technology Hardware < \$5000	Additional technology equipment for students and teachers.	\$ 602.00

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

Goal LAND Trust Expense Total - \$15,447.23

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Instructional Assistants will support the teacher's responsibility of insuring that students learn and make progress on individualized goals.	\$ 11,750.00
LAND Trust Academic	Software / Technology Hardware < \$5000	Additional technology equipment for students and teachers.	\$ 3,697.23

<i>Goal Short Title</i>	<b>Targeted Student Instruction (TSI) Goal</b>														
<i>Goal Statement</i>	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 to determine progress</i>	Proficiency scaled scores in language arts as measured by state mandated end-of-level testing.														
<i>Action Plan</i>	<ol style="list-style-type: none"> <li>1. Special education teachers will set Pathways of Progress Goals by Oct. 2<sup>nd</sup> for each student. Special education teachers will communicate the benchmark goals to both students and parents.</li> <li>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.</li> <li>3. Ensure special education teachers are trained on how to progress monitor using mClass.</li> <li>4. Special education teachers will use progress monitoring data to strategically group students for targeted interventions during the year.</li> <li>5. The special education team will meet bi-weekly to discuss student progress data.</li> <li>6. Special education teachers will begin Units 1-4 of LETRS Professional Development Training to build their capacity in the science of reading.</li> <li>7. Technology will be purchased to support these goals and action steps.</li> </ol>														
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL														
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement														
<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 TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$11,252.00</p> <table border="1" data-bbox="456 1635 1487 2020"> <thead> <tr> <th data-bbox="456 1635 573 1709"><u>Funding Source</u></th> <th data-bbox="573 1635 792 1709"><u>Expense Category</u></th> <th data-bbox="792 1635 1321 1709"><u>Description</u></th> <th data-bbox="1321 1635 1487 1709"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1709 573 1887">TSSA</td> <td data-bbox="573 1709 792 1887">Salaries &amp; Benefits</td> <td data-bbox="792 1709 1321 1887">Personalized Learning and SEL stipends for teachers. Additional Office, Attendance, and Recess Staff hours for support.</td> <td data-bbox="1321 1709 1487 1887">\$ 9,400.00</td> </tr> <tr> <td data-bbox="456 1887 573 2020">TSSA</td> <td data-bbox="573 1887 792 2020">Professional and Technical Services</td> <td data-bbox="792 1887 1321 2020">Playworks Professional Development</td> <td data-bbox="1321 1887 1487 2020">\$ 1,250.00</td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Personalized Learning and SEL stipends for teachers. Additional Office, Attendance, and Recess Staff hours for support.	\$ 9,400.00	TSSA	Professional and Technical Services	Playworks Professional Development	\$ 1,250.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>												
TSSA	Salaries & Benefits	Personalized Learning and SEL stipends for teachers. Additional Office, Attendance, and Recess Staff hours for support.	\$ 9,400.00												
TSSA	Professional and Technical Services	Playworks Professional Development	\$ 1,250.00												

TSSA	Software / Technology Hardware < \$5000	Additional technology equipment for students and teachers.	\$ 602.00
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*Will LANDTrust funds be used to support the implementation of this goal?*

Goal LAND Trust Expense Total - \$5,697.23

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Software / Technology Hardware < \$5000	Additional technology equipment for students and teachers.	\$ 3,697.23
LAND Trust Academic	Professional and Technical Services	Build teacher capacity for the science of reading, to support their instruction and intervention through receiving LETRS training.	\$ 2,000.00

<i>Goal Short Title</i>	<b>Kindergarten Goal</b>
<i>Goal Statement</i>	Sixty percent of kindergarten students will achieve typical or better growth on Acadience Reading Pathways of Progress MOY Benchmark.
<i>Measures to determine progress</i>	Acadience Reading Middle of Year (MOY) Pathways of Progress Data (2021-2022)
<i>Action Plan</i>	<ol style="list-style-type: none"> <li>1. Kindergarten teachers will set Pathways of Progress Goals by Oct. 2<sup>nd</sup> for each student. Teachers will communicate the goals to both students and parents.</li> <li>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.</li> <li>3. Ensure Kindergarten teachers are trained on how to progress monitor using mClass. Teachers will use progress monitoring data to strategically group students for targeted interventions during the year.</li> <li>4. Kindergarten teachers will meet regularly to review student responses to interventions, student progress, and to adjust student groups.</li> <li>5. The ELA Coordinator will work closely with teachers and instructional assistants to guide them through the planning and intervention process.</li> <li>6. Instructional Assistants will support the teacher's responsibility of insuring that students learn and make progress on individualized goals by guiding students in both intervention and enrichment activities that are planned by the classroom teacher.</li> <li>7. Kindergarten teachers will begin Units 1-4 of LETRS professional development training to build their capacity in the science of reading.</li> <li>8. Kindergarten teachers will implement the Davis School District ELA Routines with fidelity.</li> <li>9. The faculty and staff will implement Second Step with fidelity to facilitate healthy student behaviors and the development of SEL related skills such as emotional regulation, stress management, impulsivity control, and self-efficacy in our students.</li> <li>10. Kindergarten teachers will hold regular restorative circles to proactively build emotional intelligence and empathy, which will positively impact student academic achievement.</li> <li>11. Technology will be purchased to support these goals and action steps.</li> </ol>
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL#SEL
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement
<i>Academic area(s) addressed by the goal</i>	Reading
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes

*Will TSSA funds be used to support this goal?*

Goal TSSA Expense Total - \$11,252.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Personalized Learning and SEL stipends for teachers. Additional Office, Attendance, and Recess Staff hours for support.	\$ 9,400.00
TSSA	Professional and Technical Services	Playworks Professional Development	\$ 1,250.00
TSSA	Software / Technology Hardware < \$5000	Additional technology equipment for students and teachers.	\$ 602.00

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

Goal LAND Trust Expense Total - \$4,697.23

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Software / Technology Hardware < \$5000	Additional technology equipment for students and teachers.	\$ 3,697.23
LAND Trust Academic	Professional and Technical Services	Build teacher capacity for the science of reading, to support their instruction and intervention through receiving LETRS training.	\$ 1,000.00



# Additional TSSA Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Kindergarten Goal	TSSA	Salaries & Benefits	Personalized Learning and SEL stipends for teachers. Additional Office, Attendance, and Recess Staff hours for support.	\$9,400.00
Kindergarten Goal	TSSA	Professional and Technical Services	Playworks Professional Development	\$1,250.00
Kindergarten Goal	TSSA	Software / Technology Hardware < \$5000	Additional technology equipment for students and teachers.	\$602.00
New Blank Goal	TSSA	Salaries & Benefits	Personalized Learning and SEL stipends for teachers. Additional Office, Attendance, and Recess Staff hours for support.	\$9,400.00
New Blank Goal	TSSA	Software / Technology Hardware < \$5000	Additional technology equipment for students and teachers.	\$602.00
Pathways of Progress Cohort Goal	TSSA	Professional and Technical Services	Playworks Professional Development	\$1,250.00
Priority Standard Math Goal	TSSA	Salaries & Benefits	Personalized Learning and SEL stipends for teachers. Additional Office, Attendance, and Recess Staff hours for support.	\$9,400.00
Priority Standard Math Goal	TSSA	Professional and Technical Services	Playworks Professional Development	\$1,250.00
Priority Standard Math Goal	TSSA	Software / Technology Hardware < \$5000	Additional technology equipment for students and teachers.	\$602.00
TSI Goal	TSSA	Salaries & Benefits	Personalized Learning and SEL stipends for teachers. Additional Office, Attendance, and Recess Staff hours for support.	\$9,400.00
TSI Goal	TSSA	Professional and Technical Services	Playworks Professional Development	\$1,250.00
TSI Goal	TSSA	Software /	Additional technology equipment for students and teachers.	\$602.00

		Technology Hardware < \$5000	
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## Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 60,487.00
2. Total projected TSSA funding for SY21-22	\$ 60,487.00
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 5,737.50
3. Total planned TSSA expenditures for SY21-22	\$ 50,745.50
4. Planned TSSA carryover into the SY22-23	\$ 9,741.50
Does the school plan to fund teacher leadership opportunities with TSSA funds?	No

# Additional LAND Trust Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
New Blank Goal	LAND Trust Academic	Salaries & Benefits	Instructional Assistants will support the teacher's responsibility of insuring that students learn and make progress on individualized goals.	\$11,750.00
New Blank Goal	LAND Trust Academic	Professional and Technical Services	Build teacher capacity for the science of reading, to support their instruction and intervention through receiving LETRS training.	\$12,000.00
New Blank Goal	LAND Trust Academic	Software / Technology Hardware < \$5000	Additional technology equipment for students and teachers.	\$3,697.23
New Blank Goal	LAND Trust Academic	Software / Technology Hardware < \$5000	Additional technology equipment for students and teachers.	\$3,697.23
New Blank Goal	LAND Trust Academic	Professional and Technical Services	Build teacher capacity for the science of reading, to support their instruction and intervention through receiving LETRS training.	\$1,000.00
Priority Standard Math Goal	LAND Trust Academic	Salaries & Benefits	Instructional Assistants will support the teacher's responsibility of insuring that students learn and make progress on individualized goals.	\$11,750.00
Priority Standard Math Goal	LAND Trust Academic	Software / Technology Hardware < \$5000	Additional technology equipment for students and teachers.	\$3,697.23
TSI Goal	LAND Trust Academic	Software / Technology Hardware < \$5000	Additional technology equipment for students and teachers.	\$3,697.23
TSI Goal	LAND Trust Academic	Professional and Technical Services	Build teacher capacity for the science of reading, to support their instruction and intervention through receiving LETRS training.	\$2,000.00

## Summary of Planned Expenditures

F - Projected new funding for next year SY21-22 \$ 53,295.94

G - Total projected funding for \$ 53,295.94

next year SY21-22	
H - Total planned expenditures for next year SY21-22	\$ 53,288.92
I - Planned carryover into the following year SY22-23	\$ 7.02
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.	Newsletter

# 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:*

Formative Teacher-developed Assessments

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

WebsitelNewsletter

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

Goal #1: 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 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.

Goal #3: 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.

Goal #4: 60% of kindergarten students will achieve typical or better growth on Acadience Reading Pathways of Progress MOY Benchmark.

Title I Plan / TSSP:

Which of your school plan goals focus on student improvement in Mathematics?

Goal #2: 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.

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

School-wide Social Emotional Learning Program

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:*

Implementing PCBL strategies in the classroom.

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:*

Posting our School Improvement Plan online and posting Community Council meetings on our marquee and in our newsletter.

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

Website|Back to School

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

Improved student academic 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*

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*

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

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/16/2021
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	4