



BOARD REPORT

Teacher Student Success Plan

TSSA and LAND Trust

Reading Elementary - SY 2022

Principal Scott Hughes

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 Reading Elementary is to promote the mission of learning first for all. To accomplish our purpose, we are committed to:

- teaching grade-level Davis Essential Skills and Knowledge (DESK) standards to mastery
- holding high expectations of teachers and students
- providing a welcoming and safe environment for all students, teachers and stakeholders
- partnering with our community to provide excellent educational opportunities for all students

Description of the School

Community

Lucile C. Reading Elementary is located at 360 West 2025 North in Centerville, Utah. Our school is in a beautiful residential area beneath the mountains of Davis County. Salt Lake City is approximately 15 minutes south of our school, while Ogden lies about 25 minutes to the north. We serve students from both Centerville and Farmington. All students live within walking distance of the school. We are a traditional neighborhood school in a caring community, blessed to have the support of wonderful parents.

Student Body

L.C. Reading Elementary has a student body of 456 children. We serve students in Kindergarten through grade six. Approximately 11% of our students are economically disadvantaged and another 9% of students are eligible for special education services. Ninety percent of the children at Reading identify as Caucasian. Among the remaining students, we have minority representation that includes American Indian, Asian, African-American, Hispanic, Pacific Islander and Multiple Races. We do not currently have any students from migrant families.

Staff

Lucile C. Reading Elementary has a full-time principal working alongside a part-time administrative intern. We have 18 certified teachers in K-6 general education classrooms. Two special education teachers provide services to eligible students. One works with children classified with mild/moderate disabilities, and the other serves those with moderate/severe disabilities in an Academic Social Communication (ASC) classroom. Related services are provided by a full-time speech-language pathologist and part-time school psychologist. Itinerant services such as adapted PE, occupational therapy, vision services, hearing services and physical therapy are provided to eligible students by specialists shared between schools throughout the district.

L.C. Reading has one full-time librarian and five part-time classified specialists teaching Art, Music, Computer Science, Engineering and Physical Education. We have a part-time English Language Arts coordinator and a part-time guidance counselor. We employ 13 teacher assistants in a variety of roles. Part-time literacy tutors work with lower grade classrooms and part-time math tutors work with those in the upper grades. A part-time employee organizes the Student Tutoring Achievement Reading (STAR) reading tutor program. We have two 504+ teacher assistants trained to help our students with diabetes and other medical needs. Our special education classrooms have six part-time teacher assistants working with children on IEP goals, behavior and other individualized needs. A part-time Schoolwide Enrichment Model (SEM) teacher assistant provides learning and extension opportunities to our gifted and talented students.

Our main office is managed by one part-time secretary and one full-time head secretary. Five part-time employees provide supervision in the lunchroom and during recesses. Our school facilities and grounds are maintained by one full-time head custodian and four part-time janitors, while the cafeteria is run by a full-time manager working with three part-time cooks.

School Culture

L.C. Reading Elementary is located in a middle to upper-middle class community that is very family-oriented. There is a high percentage of volunteerism and parental involvement. Our Parent Teacher Association has a strong and active presence in the school. The majority of parents place a high priority on education and are passionate about meeting the emotional and learning needs of their children in partnership with the school. Families moving into our school boundaries often express that the quality of instruction and positive educational environment were influential in their decision to enroll. We strive to develop the whole child by providing a variety of enrichment activities in the areas of art, music, drama and STEM (Science, Technology, Engineering and Math).

Unique Features & Challenges

Like every school in Davis District, the COVID-19 pandemic has created unprecedented challenges for families, teachers and students. We began the year under a hybrid schedule and within a few weeks returned to a more traditional schedule. We know the soft closure last year and summer months led to some learning loss for many of our students. We also lost a few dozen students to either the Davis Connect program, local charter schools, and home-schooling due to parent fears about the pandemic or frustration with the hybrid schedule. We feel confident in our efforts to keep students safe and mitigate the initial fear over returning to school. We are grateful for the mask mandate at schools and for the prioritization of immunizations for school employees. Even before the pandemic, Reading Elementary's enrollment has been in decline due to the aging population in our neighborhoods and the addition of nearby Ascent Academy, a charter school in Farmington. We lose some students each year to homeschooling, the Chinese immersion program at Stewart Elementary and the Spectrum program at Centerville Elementary. While our upper grade levels have 80+ students each, as sixth graders graduate and new Kindergarteners enroll we see incoming groups of about 60 students. Like any school, we strive to meet the unique learning needs of students with a wide-range of challenges and abilities. Overall, Lucile C. Reading is an excellent elementary school.

Additional Information

We met our goal to provide a 1:1 student-to-device ratio during the 2020-21 school year. We encourage integration of technology into daily lesson planning to help students deepen understanding of core concepts and make stronger connections to the world around them. We have a strong art program at Reading Elementary that includes "Meet the Masters" lessons taught by PTA volunteers three-four times per year. Sixth grade students can play instruments in our school orchestra with instruction provided by the junior high band teacher. Our student council members meet weekly, provide weekly announcements over the intercom, and organize service-learning opportunities several times each year. A student-led yearbook committee creates a book to commemorate events and accomplishments. Sixth grade students participate in and graduate from Drug Abuse Resistance Education (DARE). Our school has traditionally offered 3rd-6th grade students an opportunity to perform in a school musical, but COVID-19 prevented us from moving forward this year. We plan to present "Disney's The Little Mermaid, Jr." during the 2021-22 school year. Reading Elementary parents and staff consistently look for ways to enhance student learning through enrichment opportunities.

Needs Analysis

Notable Achievements

- Our school has united around the theme "Alohomora - Unlocking Minds at Reading Elementary" during the 2020-21 school year. In connection with this theme, hundreds of canned food items were donated by families and staff to support the Bountiful Food Pantry. This service learning project was organized by our Student Service Council. At the end of the drive, the classes in our Ravenclaw House defeated the other houses (including the professors) by making the most donations.
 - Students received awards at the school, district, region and state levels of the Reflections arts contest sponsored by the Utah PTA.
 - All students at Reading Elementary receive weekly instruction in Computer Science (including Coding) and Engineering.
 - All students at Reading received licenses through the Utah STEM Action Center for a personalized learning program called ST Math.
- * Teachers completed the first year of professional development called Comprehensive Math Instruction (CMI) during the 2018-19 school year. Due to COVID-19 we were unable to complete Year 2 of the program, but we plan to continue participation in CMI during the 2021-22 school year.

Areas of Recent Improvement

Standardized testing data from the 2019-20 school year is not available due to the soft closure of schools and the COVID-19 pandemic. To make informed decisions this year we have relied on other data such as beginning and middle-of-year Acadience assessments (K-3 students) and the benchmark tests available for RISE (students in grades 3-6). We administer a Reading Inventory to all students periodically throughout the year. The ST Math and Imagine Learning programs provide vital reporting tools for teachers to track students progress.

Although learning loss is apparent with many students, we have not been complacent in our efforts to help students progress in their learning. Trends are seen in prior year data that help us make instructional decisions. For example, although we were urged to use 2019 Readiness Improvement Success Empowerment (RISE) data "with caution", there were several promising indicators on our state reports. Our overall ranking for Achievement was "Commendable". We saw increases in third-sixth grade proficiency scores for English Language Arts, Mathematics and Science when compared to 2018.

ENGLISH LANGUAGE ARTS 59.4% = 2.5% increase from 2018 score

MATHEMATICS 69.2% = 5.4% increase from 2018 score

SCIENCE 68.6% = 5.7% increase from 2018 score

Additionally, in 2019 our third-sixth grade students outperformed district and state peers by wide margins. In English Language Arts, our students exceeded district peers by 7% and statewide peers by 12%. In Mathematics, our students performed 16% higher than peers in the district and 22% higher than peers across the state. Science scores were also impressive as our students outperformed district peers by 14% and statewide by 18%. Student achievement scores at Reading Elementary were strong last year.

HOW DID THE SCHOOL PERFORM COMPARED TO DISTRICT AND STATE?

ENGLISH LANGUAGE ARTS School Average - 59% District Average - 52% State Average- 47%

MATHEMATICS School Average - 69% District Average - 53% State Average - 47%

SCIENCE School Average - 69% District Average - 55% State Average - 51 %

Areas of Needed Improvement

During the 2020-21 school year, learning loss among students has been most apparent in our Kindergarten and third grade reading scores. According to middle-of-year Acadience scores, only 57% of our Kindergarten students are reading at or above benchmark. In third grade, our percentage of students at or above benchmark actually dropped from 81% at the beginning of the year to 73% by the middle of the year. As a result, these two grade levels readjusted their intervention groups and we recruited additional STAR Tutors to support additional students, some in person and others via technology.

Another area of needed improvement is the need to increase the percentage of students completing their grade level syllabi in the ST Math program. At this point in the school year, no grade level has met the goal of 80% of students completing grade level syllabi. While 57% of Kindergarten students have met the goal, only 24% of our 6th grade students have it completed. We will assess this and readjust in our upcoming JSSC and DCT meetings, then reevaluate our progress more frequently next year.

Data from previous years is valuable in helping make ongoing goals for improvement. Although we have been urged to use 2019 RISE data "with caution" there were some indicators on our state reports showing areas of needed improvement. Specifically, growth was "low" in English Language Arts and "average" in Mathematics and Science. The growth of our lowest quartile of students decreased in 2019 by 8%. Although our students outperformed district and state peers in the area of Science, we were behind district and statewide peers in English Language Arts and Math. Growth scores continue to be the challenge for our students and are the ongoing focus for our teachers and staff.

HOW IS THIS SCHOOL PERFORMING IN EACH SUBJECT AREA?

ENGLISH LANGUAGE ARTS 38.2% Low

MATHEMATICS 42.8% Average

SCIENCE 46.8% Average

HOW IS THIS SCHOOL PERFORMING ON GROWTH OF LOWEST 25%?

GROWTH OF LOWEST 25% = 50.3% representing an 8% decrease from 2018 score

HOW DID THE SCHOOL PERFORM COMPARED TO THE DISTRICT?

ENGLISH LANGUAGE ARTS School Average- 38% District Average - 42% State Average - 44%

MATHEMATICS School Average- 43% District Average-44% State Average- 44%

SCIENCE School Average - 47% District Average- 42% State Average- 43%

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>Third through sixth grade students will make "typical" or "high" growth in math as measured by our Utah School Report Card.</p>	<p>Did not meet goal</p>	<p>We are unable to determine whether this goal was met because the pandemic prevented us from completing RISE testing and the corresponding report is not available. However, our teachers did complete 13 of 16 sessions of Year One CMI and were actively implementing the strategies in their classrooms. Students were using ST Math and other individualized learning programs to enhance their learning. We made adjustments in our instruction and felt we were on track to meet this goal before COVID-19 led to the soft closure of schools and standardized testing was cancelled for the year.</p>
<p>Fifth and sixth grade students will make "typical" or "high" growth in science as measured by our Utah School Report Card.</p>	<p>Did not meet goal</p>	<p>We are unable to determine whether this goal was met because the pandemic prevented us from completing RISE testing and the corresponding report is not available. However, our teachers did complete professional development on the new SEED Standards and were actively implementing the strategies in their classrooms. Students received weekly Engineering instruction and the school purchased licenses for Mystery Science to help students increase scientific understanding. We made adjustments in our instruction and felt we were on track to meet this goals before COVID-19 led to the soft closure of schools and standardized testing was cancelled for the year.</p>
<p>Seventy percent of Kindergarten through 3rd grade students will show "typical progress," "above typical progress" or "well above typical progress" on Acadience Pathways to Progress at the end of the 2019-20 school year. Additionally, no grade level will have fewer than 65% of students meeting at least "typical progress".</p>	<p>Did not meet goal</p>	<p>We are unable to determine whether this goal was met because the pandemic prevented us from completing end of year Acadience testing and the corresponding report is not available. However, our teachers did complete beginning and middle of year benchmarking and data show were well on our way to meeting this goal. Teachers were implementing district routines and ELA strategies in their classrooms. Students were using Imagine Learning and other individualized learning programs to enhance their learning. We made adjustments in our instruction and felt we were on track to meet this goals before COVID-19 led to the soft closure of schools and standardized testing was cancelled for the year.</p>

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>L.C. Reading Elementary students will deepen and increase understanding of mathematics in each of these three domains: Conceptual, Procedural and Representational.</p> <p>Additionally, all general education and special education teachers will participate in Year 2 of Comprehensive Math Instruction professional development, incorporate CMI strategies in their teaching, and engage learners in higher-level mathematical thinking.</p>	<p>Not progressing according to plan</p>	<p>We were not able to complete Year 2 of CMI this year, but plan to next year.</p> <p>We are not on track to have 80% of students complete their grade-level ST Math syllabi this year. This goal needs to be reassessed as we prepare for 2021-22.</p> <p>We have been able to hire math tutors in our upper grade classroom. They are working with struggling students and provide daily intervention as needed. We have seen great results from our math tutoring program this year and believe it is helping mitigate learning loss from the pandemic.</p>
<p>L.C. Reading Elementary students will deepen and increase understanding of science and engineering in these three dimensions: science and engineering practices, crosscutting concepts, and disciplinary core ideas.</p> <p>Additionally, all general education and special education teachers will participate in professional development of the new Utah Science with Engineering Education Standards (commonly referred to as Utah SEed Standards), incorporate this model of teaching science in their classrooms, and engage learners in higher-level scientific thinking.</p>	<p>Progressing according to plan</p>	<p>We have not been able to host an after-school science club, but all other aspects of this goal and action plan are well underway. Students love their Engineering class each week. Teachers are implementing new SEED standards across grade levels. We believe our students will show high levels of understanding on end of year RISE assessments.</p>
<p>Seventy-two percent of Kindergarten through 3rd grade students will show “typical progress,” “above typical progress” or “well above typical progress” on Acadience</p>	<p>Progressing according to plan</p>	<p>All aspects of the action plan are being implemented as written. Middle-of-year data shows 71% of students are at or above benchmark, so we believe we will meet the final goal. Whether we are able to finish the year with no grade level below 68% is more concerning, specifically with our Kindergarten classes. Pandemic related learning loss may be</p>

Pathways to Progress at the end of the 2020-21 school year. Additionally, no grade level will have fewer than 68% of students meeting at least "typical progress".

impacting this group of students, many of whom were unable to complete preschool prior to the school year.

Students and adults at L.C. Reading Elementary will increase understanding of Social Emotional Learning (SEL) in an ongoing effort to improve school climate and reduce anxiety. These skills include but are not limited to: displaying a growth mindset, becoming engaged and active learners, increasing self-awareness, demonstrating a caring and respectful attitude toward peers, feeling connected to others, making responsible decisions, and striving to be academic achievers. Educators, families, and community members will work together to support the healthy development of all students.

Progressing according to plan

Teachers received SEL training during the professional days before school began and have been implementing Sanford Harmony this year. Our SEL goal is also supported by lessons provided by our comprehensive guidance counselor. Only 16 students disagreed with the statement "When I am upset, I use skills (brain breaks, Mindfulness, stretching, deep breathing, etc.) to control my feelings." and every single child agreed with the statement "I get along with students who are different from me." Although we always have room for improvement, we felt good about the climate results from both parents and students this year and plan to continue implementing SEL strategies moving forward.

TSSA Funding Projections

TSSA SY19-20 Carryover	-\$ 3,794.90
TSSA SY20-21 New Funding	\$ 57,256.00
TSSA Total funding for SY20-21	\$ 53,461.10
TSSA SY20-21 Anticipated Spending	\$ 51,483.49
TSSA Expected balance carried over into SY21-22	\$ 1,977.61
TSSA Anticipated new funding for SY21-22	\$ 62,959.00
TSSA Total funding available for SY21-22	\$ 64,936.61
Describe your school's SY20-21 Progress for TSSA Spending	<p>Our SEM teacher increased her schedule by 5 hours per week, allowing her to provide enrichment services to approximately 40 additional students this year.</p> <p>Our Engineering teacher provides 40 minute lessons to every student every week. She uses the Engineering is Elementary curriculum and teaches the engineering process across grade levels. Our teachers have benefitted from the additional preparation days, SEL professional development opportunities and other stipends provided by TSSA funds. Our specialists have benefitted from the additional hours to prepare and new breaks in the schedule to allow for sanitization. Both students and teachers have benefitted from our technology purchases this year.</p>

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 5,823.56
B - Allocated new funds for SY20-21	\$ 61,676.00
C - Total Budget for SY20-21	\$ 67,499.56
D - Projected spending during SY20-21	\$ 65,531.60
E - Expected carryover from SY20-21	\$ 1,967.96
F - Projected new funding for SY21-22	\$ 55,473.90
G - Total projected funding for SY21-22	\$ 57,441.86

Goals and Planned Actions / Resources

<p><i>Goal Short Title</i></p>	<p>MATHEMATICS PROFICIENCY AND GROWTH</p>
<p><i>Goal Statement</i></p>	<p>Students in 3rd-6th grades will outperform district and state peers in both proficiency and growth on RISE mathematics testing at the end of the school year as measured by our Utah School Report Card or other available accountability reports.</p>
<p><i>Measures to determine progress</i></p>	<ol style="list-style-type: none"> 1. During the 2021-22 school year, all teachers will complete the Comprehensive Math Instruction sessions from Year 1 that were cancelled due to the soft closure of schools in March 2020. We will then begin a modified series of Year 2 CMI sessions. 2. A minimum of 70% of students will complete grade-level syllabi as assigned in the ST Math online learning program by the end of the school year. 3. Third through sixth grade students will make "typical" or "high" growth in math as measured by our Utah School Report Card (if such a report is made available).
<p><i>Action Plan</i></p>	<ul style="list-style-type: none"> • Teachers will use grade-level DESK standards to guide lesson development and instruction. Kindergarten and 1st grade teachers will use Investigations Math as their primary curriculum, while those in grades 3-6 will use Advantage Math as their primary curriculum. • Teachers will participate in training on best practices with the ST Math online learning platform. Children will be assigned appropriate learning paths and a personalized syllabus of content to work through. Teachers will use reporting tools available in ST Math to monitor student progress and intervene when students are stuck on specific concepts. Although most student licenses for ST Math will be provided through a grant from the STEM Action Center, additional licenses for ST Math may need to be purchased with TSSA funds. • Teacher assistants/tutors will be hired with LAND Trust funds to support each upper grade class. • CMI professional development will be provided by the math team from BYU, our assigned Davis District CMI Specialists and Reading Elementary's CMI Leadership Team. • We will allocate \$7500 from our ESSER II funds to pay our required share of the CMI training. We will establish a school-level CMI Leadership Team consisting of 3-4 teachers, the principal and the administrative intern. The Leadership Team will attend required trainings in Provo and facilitate up to 16 two-hour professional learning sessions and three half-day lesson studies with each grade-level. One-hundred percent of our teaching faculty will attend a minimum of 15 CMI sessions. Substitutes and stipends for training are built into the cost of the program and supported by the Davis School District Teaching and Learning Department. Reading Elementary will allocate additional money to support our implementation of CMI math instruction with funds available from the TSSA or ESSER II budget. • Common formative assessments will be developed during DCT meetings, data will be analyzed to determine student progress and interventions will be provided to struggling students.
<p><i>This goal can be categorized as... (choose</i></p>	<p>#PDI#Tech#TeacherLeaders#CollegeCareerReady</p>

all that apply)

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees

Academic area(s) addressed by the goal

Mathematics

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

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$2,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Online Curriculum or Subscriptions	Additional ST Math licenses not funded by the STEM Action Center	\$ 2,000.00

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

Yes

Goal LAND Trust Expense Total - \$23,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Part-time Teacher Assistants	\$ 23,000.00

<p><i>Goal Short Title</i></p>	<p>STEM PROFICIENCY AND GROWTH</p>										
<p><i>Goal Statement</i></p>	<p>Students in 4th-6th grades will outperform district and state peers in both proficiency and growth on RISE science assessments at the end of the school year as measured by our Utah School Report Card or other available accountability reports.</p>										
<p><i>Measures to determine progress</i></p>	<ol style="list-style-type: none"> 1. Fourth through sixth grade students will make "typical" or "high" growth in science as measured by our Utah School Report Card (if such a report is made available). 2. Upper grade teachers will give RISE benchmark tests in science at least quarterly and share student progress during Davis Collaborative Teams (DCT) meetings. 3. Students will receive engineering instruction during 40 minute sessions once per week, and teachers will use this time to provide targeted interventions to struggling students. 										
<p><i>Action Plan</i></p>	<ul style="list-style-type: none"> • Teachers will use DESK Standards for science to guide lesson development. Upper grade students will complete science RISE benchmark assessments. Teachers will analyze this benchmark data during Davis Collaborative Team meetings to determine appropriate interventions for struggling students. Enrichment opportunities in science will be provided across grade levels. All students will learn computer science skills and coding techniques in weekly lessons provided by our computer specialist. • Students K-6 will use Canvas, an online learning platform, to receive math and science lessons. Students will be assigned their own devices for this purpose. Teachers will receive stipends to compensate them for time spent learning and refining skills in Canvas. • Reading Elementary will continue our implementation of Engineering is Elementary and Engineering Adventures curriculum across all grade levels. An engineering teacher will be paid with TSSA money. This additional time with the engineering teacher will allow teachers to provide interventions for struggling students. The SEM teacher will be compensated for five additional hours per week to provide science enrichment and support programs such as the STEM Olympiad. 										
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#Tech #CollegeCareerReady #PD</p>										
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement</p>										
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Science</p>										
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>											
<p><i>Will TSSA funds be used to support this goal?</i></p>	<p>Goal TSSA Expense Total - \$39,050.00</p> <table border="1" data-bbox="456 1959 1487 2020"> <thead> <tr> <th data-bbox="456 1959 573 2020"><u>Funding</u></th> <th data-bbox="573 1959 792 2020"><u>Expense</u></th> <th data-bbox="792 1959 1305 2020"><u>Description</u></th> <th data-bbox="1305 1959 1487 2020"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			<u>Funding</u>	<u>Expense</u>	<u>Description</u>	<u>Item Cost</u>				
<u>Funding</u>	<u>Expense</u>	<u>Description</u>	<u>Item Cost</u>								

Source	Category		
TSSA	Salaries & Benefits	Engineering teacher	\$ 9,000.00
TSSA	Salaries & Benefits	Supplemental hours for SEM teacher	\$ 2,500.00
TSSA	General Supplies, Other	Supplies for our Engineering program	\$ 2,000.00
TSSA	Salaries & Benefits	Stipends for teachers who refine and master delivery of lessons using Canvas (up to \$500 per teacher)	\$ 14,950.00
TSSA	General Supplies, Other	Technology purchases to support STEM learning	\$ 10,000.00
TSSA	Online Curriculum or Subscriptions	Mystery Science site license	\$ 600.00

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

No

Goal LAND Trust Expense Total -

Funding Source Expense Category Description Item Cost

<i>Goal Short Title</i>	READING GROWTH								
<i>Goal Statement</i>	A minimum of 70% of our students will make typical, above typical or well-above typical progress as measured by Acadience Pathways of Progress reporting tools.								
<i>Measures to determine progress</i>	<ol style="list-style-type: none"> 1. Success will be determined if more students are making typical or better progress when BOY data is compared to EOY data. 2. We will assess all K-6 students at the beginning of the year (BOY), middle of year (MOY) and end of year (EOY) with Acadience benchmarks. NOTE: This will be the first time our school has used Acadience in grades 4-6. 3. Using Acadience scores and additional English Language Arts drill down data, we will identify struggling students and provide targeted interventions. 								
<i>Action Plan</i>	<ul style="list-style-type: none"> • Kindergarten through sixth grade students will participate in Acadience benchmark assessments three times per year. • Teachers will use Acadience data and other ELA assessments such as the Reading Inventory or Core Phonics tests to identify struggling readers. • Targeted interventions will be provided by classroom teachers, teacher assistants and STAR reading tutors(volunteers) directed by a STAR Coordinator. These will be funded with LAND Trust monies. • Professional development in Acadience Pathways to Progress will be provided by our ELA Coordinator and/or the district assessment department. Teachers will meet in Davis Collaborative Team meetings to analyze data and develop common formative assessments. 								
<i>This goal can be categorized as... (choose all that apply)</i>	#CollegeCareerReady #PD								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees								
<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>	Goal TSSA Expense Total - \$1,170.00								
	<table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>TSSA</td> <td>Salaries & Benefits</td> <td>Our 9 upper grade teachers will need PD to learn Acadience benchmarking and progress monitoring.</td> <td>\$ 1,170.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Our 9 upper grade teachers will need PD to learn Acadience benchmarking and progress monitoring.	\$ 1,170.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
TSSA	Salaries & Benefits	Our 9 upper grade teachers will need PD to learn Acadience benchmarking and progress monitoring.	\$ 1,170.00						

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

Yes

Goal LAND Trust Expense Total - \$34,200.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	ELA Teacher Assistants for grades K-3	\$ 26,500.00
LAND Trust Academic	Salaries & Benefits	STAR Reading Coordinator	\$ 7,700.00

<i>Goal Short Title</i>	SOCIAL-EMOTIONAL LEARNING								
<i>Goal Statement</i>	Children in all grade levels will increase a collective sense of belonging and learn new skills to control their feelings as measured by a 5% increase on items 11 and 13 of the Climate Survey for Students.								
<i>Measures to determine progress</i>	<p>1. Item 11 on Climate Survey for Students states: "At my school I feel included and like I belong." Our most recent data shows 86% of our students either agree or strongly agree with this statement, while the remaining 14% of students either disagree or don't know how to answer. We want to increase the affirmative responses by at least 5% when the same survey is taken during the 2021-22 school year.</p> <p>2. Item 13 on Climate Survey for Students states: "When I am upset, I use skills (e.g. brain breaks, mindfulness, stretching, deep breathing, etc.) to control my feelings." Our most recent results show 76% of our students either agree or strongly agree with this statement, while the remaining 24% of students either disagree or don't know how to answer. We want to increase the affirmative responses by at least 5% when the same survey is taken during the 2021-22 school year.</p>								
<i>Action Plan</i>	<ul style="list-style-type: none"> • Our comprehensive guidance counselor will teach one SEL lesson in every class each per month. • Our SEL committee and student council will support the same lessons through monthly SEL themes and school-wide activities. • In a continuation from the 2020-21 school year, K-6 teachers will implement SEL strategies using the evidence-based lessons from Sanford Harmony. Teachers will self-select a minimum of one new strategy to introduce each month. 								
<i>This goal can be categorized as... (choose all that apply)</i>	#SEL								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Safety & Security Culture Parent & Community Connections								
<i>Academic area(s) addressed by the goal</i>	Reading Writing Science Mathematics								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes								
<i>Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - <table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>				
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<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	No Goal LAND Trust Expense Total - <table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>				
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Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
MATHEMATICS GROWTH	TSSA	Online Curriculum or Subscriptions	Additional ST Math licenses not funded by the STEM Action Center	\$2,000.00
READING GROWTH	TSSA	Salaries & Benefits	Our 9 upper grade teachers will need PD to learn Acadience benchmarking and progress monitoring.	\$1,170.00
SCIENCE AND ENGINEERING GROWTH	TSSA	Salaries & Benefits	Engineering teacher	\$9,000.00
SCIENCE AND ENGINEERING GROWTH	TSSA	Salaries & Benefits	Supplemental hours for SEM teacher	\$2,500.00
SCIENCE AND ENGINEERING GROWTH	TSSA	General Supplies, Other	Supplies for our Engineering program	\$2,000.00
STEM GROWTH	TSSA	Salaries & Benefits	Stipends for teachers who refine and master delivery of lessons using Canvas (up to \$500 per teacher)	\$14,950.00
STEM GROWTH	TSSA	General Supplies, Other	Technology purchases to support STEM learning	\$10,000.00
STEM GROWTH	TSSA	Online Curriculum or Subscriptions	Mystery Science site license	\$600.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 62,959.00
2. Total projected TSSA funding for SY21-22	\$ 64,936.61
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 9,612.16

3. Total planned TSSA expenditures for SY21-22	\$ 51,832.16
4. Planned TSSA carryover into the SY22-23	\$ 13,104.45
Does the school plan to fund teacher leadership opportunities with TSSA funds?	Yes

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
MATHEMATICS GROWTH	LAND Trust Academic	Salaries & Benefits	Part-time Teacher Assistants	\$23,000.00
READING GROWTH	LAND Trust Academic	Salaries & Benefits	ELA Teacher Assistants for grades K-3	\$26,500.00
READING GROWTH	LAND Trust Academic	Salaries & Benefits	STAR Reading Coordinator	\$7,700.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 55,473.90
G - Total projected funding for next year SY21-22	\$ 57,441.86
H - Total planned expenditures for next year SY21-22	\$ 57,200.00
I - Planned carryover into the following year SY22-23	\$ 241.86
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	<p>Additional or unused funds will be allocated for:</p> <ul style="list-style-type: none"> • Technology purchases to support students and teachers. • Increased hours for teacher assistants and/or hiring additional assistants. • Increased stipends for teachers who complete professional development such as CMI or Canvas. • Books for the media center. • Additional hours for a part-time employee to track chronic absenteeism and incentive increases in punctuality and attendance.
Plan for sharing the school LANDTrust plan with the community	School newsletter School website
Additional plan for sharing the school LAND Trust plan with the community.	

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/25/2021
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	0