



# BOARD REPORT

## Teacher Student Success Plan

### TSSA and LAND Trust

South Clearfield Elementary - SY 2022

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.

South Clearfield Elementary is also one of two University Academy School in the Davis School District (DSD). 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 Teaching and Learning Department, 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.

# Description of the School

## Community

South Clearfield Elementary is a Title 1 school located at 990 E. 700 S. in Clearfield, Utah. We are in a suburban residential community located near Hill Air Force Base.

## Student Body

Our student body reflects a very diverse population and is composed of 61% Caucasian, about 23% Hispanic/Latino, 4% Native American, 3% Asian, 5% African American, and 4% Pacific Islander. We have approximately 550 students enrolled. In a year where COVID-19 has impacted much, we have seen a decline in enrollment of over 100 students. As we look to the 2022 school year, our projected enrollment is back at 550 to 600. We are currently at 505 students who are enrolled for the 2022 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 went from 60% of K-3 students being at Typical or above on Acadience in 2019 to 71% of K-3 students being at typical or above in Acadience based on Progress to Pathways at MOY in 2020. For the 2021 school year we have maintained our students, and although there are references to COVID-19 Slide, we are not seeing that. Our students, teachers, staff, and parents have worked hard 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, every student who has come to LCMT, and who we have decided to move towards Specialized Services has qualified.

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.

## Areas of Recent Improvement

Our overall daily attendance has improved while we have also had a large decrease in those students who are chronically absent. Current data shows a 10% reduction in students who were chronically absent during the 2019 school year when compared to the 2020 school year.

## Areas of Needed Improvement

We have been identified as a Targeted Support and Improvement (TSI) school for Students with Disabilities (SWD). Long before being identified we already had put a plan in place to support SWD as well as any other struggling students. This includes a different curriculum, focus on intervention at the students level, and a push-in model for specialized services.

# 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')
Average attendance of 95.5% for entire school by April 1, 2020.	Met goal	
Math Growth Scores of 60th% and 40% proficient on RISE.	Did not meet goal	We do not have the data to show if this goal was attained because of the COVID-19 school shutdown in the spring of 2020. We do however show that through formative data that we were right on track to attain this goal.
Language Arts growth score of 60th% and 40% proficient on RISE.	Did not meet goal	We do not have the date to show if this goal was attained because of the COVID-19 school shutdown in the spring of 2020. We do however show that through formative data that we were right on track to attain this goal.
Science growth score of 60th% and 40% proficient on SAGE.	Did not meet goal	We do not have the date to show if this goal was attained because of the COVID-19 school shutdown in the spring of 2020. We do however show that through formative data that we were right on track to attain this goal.
Every teacher will be highly qualified, either ESL endorsed or working on it, and trained.	Met goal	

# Current Year Progress Report

## Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>75% of K-3 students will show “typical” (or higher) progress on Acadience (DIBELS) Pathways to Progress on end-of-year (EOY) Acadience.</p>	<p>Progressing according to plan</p>	<p>Kindergarten:</p> <p>Historical 3 Year Average (BOY-MOY)</p> <p>*FSF=30% increase</p> <p>*PSF= 22% Start Red at MOY</p> <p>*Last year at this time=28% RED</p> <p>*CLS= 18% Red at MOY</p> <p>*Last year at this time=27% RED</p> <p>2020-2021 (BOY-MOY)</p> <p><b>*FSF= 30% increase</b></p> <p><b>*PSF=19% Started Red at MOY</b></p> <p><b>*CLS=29% Red at MOY</b></p> <p>First Grade:</p> <p>Historical 3 Year Average (BOY-MOY)</p> <p>*Average decrease in Reds: 3%</p> <p>*Average increase of proficient students: 5%</p> <p>*Average increase in Blues: 7%</p> <p>2020-2021 (BOY- MOY)</p> <p><b>*Average decrease in Reds: 10%</b></p> <p><b>*Average increase of proficient students: 13%</b></p> <p><b>*Average increase in Blues: 12% (beat out every other single year)</b></p> <p>Second Grade:</p> <p>Historical 3 Year Average (BOY-MOY)</p> <p>*Average decrease in Reds: 4%</p>

\*Average increase of proficient students: 3%

(District average is 2% growth in 2nd grade; usually minimal)

\*Average increase in Blues: 6%

2020-2021 (BOY- MOY)

\*Average decrease in Reds: 10%

\*Average increase of proficient students: -1% (1 student slipped from green to yellow)

\*Average increase in Blues: 6%

Third Grade:

Factors to Consider

- 3-year average of percentage of students coming in Red: 29%
- This year the average percentage of student coming in Red: 35%
- A little more impacted than 2nd
- Long term sub as of today

Whole School Data:

Historical 3 Year Average (BOY-MOY)

\*Number of students scoring Red on FSF:30% decrease

\*Historically have lost Blues and greens in this area, until last year

\*Number of students scoring red on PSF: 6% INCREASE

\*Average increase of proficient students: 5% (last year 14%)

\*We don't increase blues for some reason

2020-2021 (BOY- MOY)

\*Numbers of students scoring Red on FSF:30% decrease

\*We are losing Blues and Greens again

\*Number of students scoring red on PSF: 11% DECREASE

\*Increase of proficient students: 27%

\*Still aren't increasing blues



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.

Progressing according to plan

We are currently at 93.87% attendance rate for the 2021 school year. Although we have done what we consider a great job with student attendance, COVID has played a hard role in this very difficult. We are proud that even while students were out in quarantine, we still provided 10 to 14 days of education to our students. Although this showed up as absences in the system, we continued to provide a world-class education for our students.

Additionally, we have called numerous families who were not attending for one reason or another, built relationships and we have them back in school. This was a task that took many people coordinating to ensure that we are doing what's best for families while helping them overcome barriers that are getting in the way of their daily attendance.

Increase student achievement for grades K-2 in Mathematics by 5%.

Progressing according to plan

All current formative data suggests that we are on track to meet this goal. We have followed our action plan, and even while in a pandemic, our data suggests that students are going to be successful.

We have had a heavy focus on teaching integrating conceptual knowledge into mathematical practices in the classroom. This, aligned with students having the time to show what they know, work with partners, and express themselves through math has created authentic learning where students are showing success when we look at RISE Benchmarks as well as formative checks throughout all classes K-6.

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

Progressing according to plan

All current formative data suggests that we are on track to meet this goal. We have followed our action plan, and even while in a pandemic, our data suggests that students are going to be successful.

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

Progressing according to plan

All current formative data suggests that we are on track to meet this goal. We have followed our action plan, and even while in a pandemic, our data suggests that students are going to be successful

Teachers will effectively implement LEAN principles as measured by Evaluate Davis indicators to

Progressing according to plan

We have started to implement LEAN strategies within our school and classrooms. We have had a heavy focus on GEMBA Walks. We have created an internal GEMBA Walk form that aligns with Evaluate Davis system for teachers to

benefit both the teacher and student in the educational process.

use as their lens when walking through our classrooms. We ensure that they know that we are focused on the processes and strategies in which we are seeing, not the actual person that is doing it.

A Gemba Walk is completely self-reflective in nature. We are looking at what is working well elsewhere and ideas we can take back to our classes as well as strategies we may not have considered or seen before. This could be a teaching strategy, how a room is set up, what's on the walls in different classrooms, etc. We focus on what's working well and what we might also want to implement in our rooms. This is not to critique anyone else or even give advice to anyone else; this is to see the other great things happening in our school.

# TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 8,774.87
TSSA SY20-21 New Funding	\$ 63,314.00
TSSA Total funding for SY20-21	\$ 72,088.87
TSSA SY20-21 Anticipated Spending	\$ 65,000.00
TSSA Expected balance carried over into SY21-22	\$ 7,088.87
TSSA Anticipated new funding for SY21-22	\$ 56,270.00
TSSA Total funding available for SY21-22	\$ 63,358.87
Describe your school's SY20-21 Progress for TSSA Spending	<p>We are currently at \$32,574.96. We will continue to pay for teachers to have Professional Learning Communities (PLCs) out of this fund, Social Emotional Learning (SEL) for students, faculty and staff, as well as an additional day that we added to the end of the school year in June as teachers move into the new school building for South Clearfield.</p>

# LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 4,100.86
B - Allocated new funds for SY20-21	\$ 67,305.00
C - Total Budget for SY20-21	\$ 71,405.86
D - Projected spending during SY20-21	\$ 69,643.62
E - Expected carryover from SY20-21	\$ 1,762.24
F - Projected new funding for SY21-22	\$ 49,580.60
G - Total projected funding for SY21-22	\$ 51,342.84

# Goals and Planned Actions / Resources

<p><i>Goal Short Title</i></p>	<p><b>K-6 Literacy</b></p>
<p><i>Goal Statement</i></p>	<p>80% of K-6 students will show “typical” (or higher) progress on Acadience Pathways to Progress on end of year (EOY) Acadience.</p>
<p><i>Measures to determine progress</i></p>	<p>MOY and BOY DIBELS Pathways to Progress scores. End goal will be determined by growth in Acadience Pathways based on progress for students from BOY to EOY Benchmarks. High quality instruction in the classroom, developed through PLC’s and professional development.</p>
<p><i>Action Plan</i></p>	<p><b>K-3 LETRS (Language Essentials for Teachers of Reading and Spelling)</b> Professional Development for teachers. Paid for with LAND Trust funds.</p> <p>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.</p> <p>Ongoing communication with teachers, administration, ELA coach, students and parents concerning Acadience BOY, MOY, and EOY benchmarks.</p> <p>Monitor school-wide Acadience data using beginning of the year benchmark and continued progress monitoring throughout the year.</p> <p>Continued professional development on fluency and comprehension techniques that will help students with their overall reading ability.</p> <p>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.</p> <p>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.</p> <p>Focus on teacher clarity, purpose, relevance, controlling ideas, and success criteria.</p> <p>Aligning all writing to grade level standards with grade appropriate prompts, while using the DSD Scope and Sequence for the year.</p> <p>Implementation of personalized learning for all students to help them be successful on their level and within their personalized learning pathway.</p> <p>Tutors/Interventionist - Wages plus SS will be paid for with LAND Trust funds. Books for the Library \$2,500.00 will be purchased with LAND Trust funds.</p>
<p><i>This goal can be categorized as... (choose</i></p>	<p>#PD #Tech #PCBL #TeacherLeaders #GraduationRates #CollegeCareerReady</p>

*all that apply)*

*District Strategic Plan Area(s)*

Student Growth & Achievement|Culture

*Academic area(s) addressed by the goal*

Reading|Writing|Mathematics|Science|Social Studies|Technology

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

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

Goal TSSA Expense Total - \$9,155.99

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	General Supplies, Other	Support for personalized learning, including software, pd, hardware, green screen, podcasting, student headsets, ect.	\$ 9,155.99

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

Yes

Goal LAND Trust Expense Total - \$43,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	LETRS Stipend for Certified Teachers	\$ 21,000.00
LAND Trust Academic	Salaries & Benefits	Tutors/Interventionist - Wages plus SS	\$ 20,000.00
LAND Trust Academic	Library Books	Books for the Library	\$ 2,500.00

<i>Goal Short Title</i>	<b>Attendance</b>
<i>Goal Statement</i>	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.
<i>Measures to determine progress</i>	We will use comparisons of end-of-level testing as is available to show student improvement with their improved attendance. Average attendance report in Encore.
<i>Action Plan</i>	<p>Administration discusses attendance and incentives with students 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.</p> <p>Ongoing communication with student and parents concerning overall and individual attendance data.</p> <p>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.</p> <p>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.</p> <p>School Attendance Mentors monitor and help around 60 students who are among those with the highest rates of chronic absenteeism.</p> <p>We will use the Davis School District ENCORE tracking system to monitor school-wide attendance data. This will notify parents when students have missed 5, 9, and 12 days of school.</p> <p>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 Popsicle or hot chocolate party.</p>
<i>This goal can be categorized as... (choose all that apply)</i>	#GraduationRates
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Fine Arts Health Science Social Studies Technology
<i>Does this action plan include behavioral /</i>	

*character education / leadership efforts?*

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

Goal TSSA Expense Total - \$1,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	General Supplies, Other	Attendance trophies incentives for winning three weeks in a row	\$ 1,000.00

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

Yes

Goal LAND Trust Expense Total - \$1,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Behavioral	General Supplies, Other	Student Incentives for Attendance (500 students @ \$2.00 per student)	\$ 1,000.00



<p><i>Goal Short Title</i></p>	<p><b>Social and Emotional Learning (SEL)</b></p>
<p><i>Goal Statement</i></p>	<p>Improve student SEL skills in five CASEL competencies by implementing SEL direct instruction and SEL instructional strategies.</p>
<p><i>Measures to determine progress</i></p>	<p>Academic outcomes, Attendance, and School Climate Survey</p>
<p><i>Action Plan</i></p>	<p>Implement daily morning meetings to build a strong classroom culture of respect and empathy. We will also have mentors for all students in grades fourth, fifth, and sixth who will work with them on the 16 habits of success, and ensure they are meeting their academic and social goals.</p> <ul style="list-style-type: none"> <li>· Implement SEL direct instruction school-wide using Nearpod and Sanford Harmony Counseling Lessons.</li> <li>· Implement <b>DSD Teacher Toolkit SEL Instructional strategies</b> school-wide.</li> <li>· Implement mindfulness strategies and brain breaks to re-engage and re-focus learners and relieve test-related stress using the Mindfulness techniques and training.</li> <li>· Create a space for students to go to where they have a mindful moment or implement self-management strategies.</li> <li>· Use <b>DSD SEL Self-Assessment and Walkthrough tool</b> for Pre (Fall 2020) and Post (Spring 2021) data to inform professional learning.</li> </ul> <p>We will consider the following area within our daily instruction and explicitly make these connections for students:</p> <ul style="list-style-type: none"> <li>• Empathy; consider other points of view, understand character motivation, solve problems with a classmate, teach a peer, collaborate to solve problems</li> <li>• Resilience: edit work, give and receive feedback, process over product, try another strategy, revisit and revise work, “it’s okay to make mistakes. I don’t know this yet.”</li> <li>• Critical thinking skills: group work and collaboration, create an argument, perspective of various viewpoints, use multiple strategies to solve problems</li> <li>• Communication: present what writer/author thinks and feels, write thoughts in a journal, share math strategies with partners, share math thinking in writing, speaking, drawing, or numbers.</li> </ul>
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#SEL</p>

<i>District Strategic Plan Area(s)</i>	Culture Student Growth & Achievement		
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Fine Arts Health Science Social Studies Technology		
<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 - \$15,000.00		
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	No		
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Goal LAND Trust Expense Total -		

  

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	General Supplies, Other	SEL and creating a culture of inclusiveness for Students, Faculty, and Staff including curriculum, PD, and Books related to SEL and the PDs.	\$ 15,000.00

  

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
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<i>Goal Short Title</i>	<b>Blended Learning in ELA, Math, Science</b>
<i>Goal Statement</i>	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.
<i>Measures to determine progress</i>	<p>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.</p> <p>KEEP Assessments</p> <p>CRT Assessments.</p> <p>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.</p> <p>Ongoing PD in blended learning for faculty and staff.</p> <p>End of year State writing Assessment for fifth grade students, along with Writing Benchmarks for Grades third, fourth, fifth, and sixth.</p>
<i>Action Plan</i>	<p>Provide more resources for gifted and talented children by increasing our SEM teacher time with students. This will be funded with LAND Trust monies.</p> <p>Ongoing communication with teachers, administration, ELA coach, students and parents concerning DIBELS BOY, MOY, and EOY benchmarks.</p> <p>Monitor school-wide Acadience data using beginning of the year benchmark and continued progress monitoring throughout the year.</p> <p>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.</p> <p>All classrooms will take a beginning of the year writing assessment to have a benchmark. This will be completed by fall 2020 for all classrooms. The second assessment will be completed by March 15, 2021.</p> <p>Continue to use 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. This is now the Davis School District graphic organizer that has been suggested for use in all schools.</p> <p>Focus on teacher clarity, purpose, relevance, controlling ideas, and success criteria. Aligning all writing to grade level standards with grade appropriate prompts, while using the DSD Scope and Sequence for the year.</p> <p>Implement a new curriculum in grades K-5 funded with LAND Trust monies.</p> <p>High quality instruction in the classroom, developed through PLC's and professional development.</p>

Colleague to colleague mentoring, observations, and feedback to help with best practices, intervention, and personalized learning.

Conducting GEMBA Walks: Faculty will be introduced to this practice in the 2019/2020 school year with LEAN principles.

Provide each teacher with bi-monthly trainings for math techniques and instructional opportunities to enhance what is being taught in the classroom. These will be facilitated in faculty meeting and provided by administration and our Title 1 Math Coach.

All grade levels will monitor use of summative and formative assessments in math. This will guide their instruction and the pace at which this instruction is being delivered.

Assessment results will be compared in weekly PLC's and will guide the delivery of quality instruction in the classroom.

Afterschool Math Program will be funded through United Way to help students remediate math skills. This help with both enrichment and remediation.

Software and/or hardware to support blended learning will be paid for with LAND Trust monies.

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

#CollegeCareerReady|#PD

*District Strategic Plan Area(s)*

Student Growth & Achievement

*Academic area(s) addressed by the goal*

Writing|Reading

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

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

Goal TSSA Expense Total - \$20,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	PLCs for Faculty	\$ 20,000.00

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

Yes

Goal LAND Trust Expense Total - \$6,842.84

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Additional Weekly Hours for SEM	\$ 4,000.00
LAND	Software /	Software and/or hardware	\$ 2,842.84

	Trust Academic	Technology Hardware < \$5000	to support blended learning	
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# Additional TSSA Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Attendance	TSSA	General Supplies, Other	Attendance trophies incentives for winning three weeks in a row	\$1,000.00
Blended Learning in ELA, Math, Science	TSSA	Salaries & Benefits	PLCs for Faculty	\$20,000.00
K-6 Literacy	TSSA	General Supplies, Other	Support for personalized learning, including software, pd, hardware, green screen, podcasting, student headsets, ect.	\$9,155.99
Social and Emotional Learning (SEL)	TSSA	General Supplies, Other	SEL and creating a culture of inclusiveness for Students, Faculty, and Staff including curriculum, PD, and Books realted to SEL and the PDs.	\$15,000.00

## Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 56,270.00
2. Total projected TSSA funding for SY21-22	\$ 63,358.87
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 9,143.88
3. Total planned TSSA expenditures for SY21-22	\$ 54,299.87
4. Planned TSSA carryover into the SY22-23	\$ 9,059.00
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
Blended Learning in ELA, Math, Science	LAND Trust Academic	Software / Technology Hardware < \$5000	Software and/or hardware to support blended learning	\$2,842.84
Goal 1- Literacy	LAND Trust Academic	Salaries & Benefits	LETRS Stipend for Certified Teachers	\$21,000.00
Goal 1- Literacy	LAND Trust Academic	Salaries & Benefits	Tutors/Interventionist - Wages plus SS	\$20,000.00
Goal 1- Literacy	LAND Trust Academic	Library Books	Books for the Library	\$2,500.00
Goal 2 - Attendance	LAND Trust Behavioral	General Supplies, Other	Student Incentives for Attendance (500 students @ \$2.00 per student)	\$1,000.00
Goal 5 - Language Arts	LAND Trust Academic	Salaries & Benefits	Additional Weekly Hours for SEM	\$4,000.00

## Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 49,580.60
G - Total projected funding for next year SY21-22	\$ 51,342.84
H - Total planned expenditures for next year SY21-22	\$ 51,342.84
I - Planned carryover into the following year SY22-23	-\$ 0.00
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Will use additional funds to enhance current goals.
Plan for sharing the school LANDTrust plan with the community	Letters to policy makers 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

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

Goal 1 - Literacy & Goal 4 - Blended Learning

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

Goal 4 - Blended Learning

Title I Plan / TSSP: Which evidence-based methods, instructional strategies and

Collaborative Coaching

programs are used to strengthen the school-wide program?

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

Lean in Education

Blended Learning

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:*

Small group and individual intervention for students

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.

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:*

no response provided

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

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*

Budget & Student Outcomes: How does the school coordinate funds from federal, state and local sources to improve the Title I Plan (TSSP)?

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

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/14/2021
Number who approved	7
Number who did not approve	0
Number who were absent or abstained	1