Davis School District

Utah Consolidated Application

2015-2016

UCA Committee Process and Members

Application

The State Office of Education requires completion of an application for certain federal and state funds through an online program entitled Utah Consolidated Application (UCA). Included in the application are annual funds. Funds and adherence to legal requirements are managed by district leadership and include the following:

Source	Budget Director	Fund Title
	Logan Toone	Needs Assessment
Federal	John Zurbuchen	Title IA: College and Career Ready
		Title IIIA: English Learner Education
		IC: Migrant
		McKinney-Vento Homeless
	Patty Norman	Title IIA: Professional Development
	Kathy Chisholm	IDEA: Pre-School
		IDEA: School-age
State	Susan Spehar	Early Childhood: K-3 Reading Achievement Program
	Sheri Sauve	Accelerated Learning: Gifted and Talented
	John Zurbuchen	Interventions for Student Success
		Early Childhood: Optional Extended Day Kindergarten
		21st Century: After School Programs

Reading and Review Guide

Utah Consolidation Plan (UCA) is an online accountability system established by the Utah State Office of Education (USOE). UCA provides the mechanism for the district to access both Federal as well as some specific State funds. The district is reimbursed for these funds after the fact through UCA. Without USOE approval of UCA, the district is unable to be reimbursed for expenditures in each of the funding areas.

For USOE to reimburse the district, UCA must be approved by each state manager of the individual funding areas (Title IA, IDEA, Reading Achievement Program, etc.). Once this approval is secured, the district may apply for reimbursement of expenditures in each specific fund.

The district is required to present the UCA plan to the Board of Education, although there is no requirement for formal board action. The board presentation is intended as an informational item so that the board members are informed as to UCA process and document.

Aside from the Needs Assessment and budget allocations, which are all updated, sections added to the 2015-2016 UCA are found in Green.

Otherwise, the Davis 2015-2016 UCA plan remains the same as 2014-2015.

Funding Overview

Grant	Funding Source	2013	2014	2015	2016	15-16 Difference	% Change
Consolidated							
	Title 1A	$6,796,070.00	$6,206,287.00	$6,619,931.00	$6,512,322.00	-$107,609.00	-1.63%
	Title IIA	$1,269,880.00	$1,176,345.00	$1,165,014.00	$1,158,999.00	-$6,015.00	-0.52%
	Title IIIA	$260,512.00	$153,876.00	$203,326.00	$200,825.00	-$2,501.00	-1.23%
IDEA							
	IDEA Preschool	$318,809.00	$296,020.00	$289,995.00	$267,947.00	-$22,048.00	-7.60%
	IDEA School-Age	$10,527,491.00	$9,883,475.00	$10,059,181.00	$9,823,038.00	-$236,143.00	-2.35%
State Funds							
	Interventions for Student Success - Enhancement for At-Risk Students	$1,408,020.00	$1,421,216.00	$1,427,938.00	$1,552,045.00	$124,107.00	8.69%
Early Childhood Programs							
	Reading Achievement Program	$1,597,233.00	$1,450,711.00	$1,375,166.00	$1,343,300.00	-$31,866.00	-2.32%
	Optional Extended Day Kindergarten - Early Intervention Program	$535,486.00	$511,637.00	$488,454.00	$451,982.00	-$36,472.00	-7.47%
Migrant Education							
	Title IC	$99,262.00	$31,115.00	$20,214.00	Not Allocated		
McKinney - Vento Homeless							
	McKinney - Vento Homeless	$42,722.00	$32,089.00	$32,835.00	$32,374.00	-$461.00	-1.40%
Accelerated Student Programs							
	Accelerated Learning Gifted and Talented - Accelerated Student Programs	$275,760.00	$279,257.00	$291,670.00	$301,749.00	$10,079.00	3.46%
21st Century							
	21st Century	$600,689.00	$513,369.00	$311,162.00	$226,480.00	-$84,682.00	-27.21%

Needs Assessment

Target #1: Student Achievement: Provide high-quality educational opportunities to improve student literacy and numeracy

The needs assessment discussion that follows is based on state tests administered in spring of 2015.

In nearly every grade level and on nearly every state assessment the Davis District maintains slightly higher scores than state average. Analysis of district-to-state comparison over time gives an indication of progress using statewide averages as a baseline. This analysis shows a modest increase in relative districtwide achievement in language arts including writing (4.4% above state average in 2014 to 5.1% above state average in 2015). It also shows stable relative districtwide achievement in math (4.8% above state average in 2014 to 4.7% above state average in 2015). In science, relative districtwide achievement slipped slightly (5.3% above state average in 2015 to 3.7% above state average in 2015). Analysis of subgroup achievement shows that students with disabilities in Davis District typically achieve lower than their non-disabled peers, but that achievement levels and student growth (SGP) for students with disabilities is higher than that of statewide peers with disabilities. The district has noted remarkable growth among students who are English Language Learners (ELLs) - bigger gains than any other subgroup and much bigger gains than those experienced statewide, however the achievement gap among ELLs remains the largest of all the subgroup achievement gaps. Similar though less pronounced patterns exist in the scores for economically disadvantaged and Hispanic students as well as most other subgroups. Despite some subgroups experiencing a narrowing of the achievement gap, disparate academic outcomes across race/ethnicity, language, and economic continues to be a primary concern in Davis School District.

Target #2: Student Achievement: Provide needed interventions to at-risk students

From 2011 to 2014, the district graduation rate has improved by 9% (82% to 91%) and the state graduation rate improved by about 7% (76% to 83%). The district celebrates this achievement and notes that it outpaces statewide improvement. The increase has been attributed to concerted and consistent efforts at both the junior high and high school levels to identify individual students who are at-risk for dropping out and applying appropriate interventions for those students.

The district has noted significant increases in graduation rates among at-risk subpopulations. The most notable increase was among Hispanic students (over 16% increase during last three years). The increase outpaces the statewide increase

among Hispanic students (9%). The district also noted significant gains among students who are English language learners (25% increase) and among students who are American Indian (25% increase). Though the increases in subgroup graduation rates are notable and worth celebration, the graduation gap between our at-risk students and their non-at-risk peers continues to be a concern in Davis School District.

Target #3: Quality Staffing: Attract and maintain a highly qualified diverse staff of competent, dedicated, caring professionals

Data regarding the qualification status of classroom teachers in the district was obtained from the state's Comprehensive Administration of Credential for Teachers in Utah Schools (CACTUS) system. During the 2013-14 school year, there were a total of 2,033.67 full time equivalent (FTE) teachers in elementary and secondary classrooms. Teachers who are under-qualified for their position according to state standards represent just over 5% of the total teaching staff.   Subject areas in which teachers are under qualified include: science, social studies, mathematics, special education, speech, fine arts, English Language Arts, library media, and physical education. Efforts in developing teachers need to be made in all academic areas.

Target #4: Stakeholder Involvement: Promote involvement of all segments of the community as partners in the educational process

Based on survey data (parent and student surveys of teachers and AdvancED accreditation surveys), the district is doing well in the following areas related to parent and community engagement:
 - Teacher responsiveness and communication
 - Engaging families in meaningful ways
 - Keeping parents up to date on progress of individual students

Based on survey data (parent and student surveys of teachers and AdvancED accreditation surveys), the district needs improvement in the following areas related to parent and community engagement:
 - More parent involvement in collaborative school improvement efforts

Target #5: School Climate

Based on survey data (parent and student surveys of teachers and AdvancED accreditation surveys), the district is doing well in the following areas related to school climate:
 - Teacher caring
 - High expectations for learning
 - Teacher organization and preparation
 - School safety and security

Based on survey data (parent and student surveys of teacher and AdvancED accreditation surveys), the district needs improvement in the following areas related to school climate:
 - Student behavior management
 - Student engagement with learning
 - Professional collaboration among educators

Needs Assessment Summary

Summarizing the needs analysis, the district has identified the following UCA focus areas related to the district improvement and strategic plan:

-Student Achievement: Provide high-quality educational opportunities to improve student literacy and numeracy
-Student Achievement: Provide needed interventions to at-risk students
-Quality Staffing: Attract and maintain a highly qualified diverse staff of competent, dedicated, caring professionals
-Stakeholder Involvement: Promote involvement of all segments of the community as partners in the educational process

1. Student Achievement: Provide high-quality educational opportunities to improve student literacy and numeracy.

Description: Students will demonstrate improved literacy in language arts and mathematics.

Performance Measure: Iowa Test of Basic Skills, SAGE Assessment, Student Learning Objectives (SLOs) Scholastic Reading Inventory (SRI), District Created Rubrics, District Created Assessments

1.1 Professional development to increase instructional effectiveness

Description: Davis School District teachers will be provided with professional development to increase instructional effectiveness and increase student learning and achievement.

1.1.1) Teachers will participate in professional development focused on teaching argumentative and informative/explanatory reading and writing, vocabulary in the content areas, and speaking and listening skills. Description: Training will be provided across all schools in standards-based teaching and learning.

1.1.2) Integrated instruction and collaborative teaching will be the topic of varied teacher trainings as the Davis Essential Skills and Knowledge Standards are being implemented. Description: Focus on integrated instruction and collaborative teaching in all content areas and disciplines. Description: Training provided in orchestrating productive mathematics discussions in classrooms as a means of surfacing and solidifying student understanding of mathematical content.

1.1.3) The DESK (Davis Essential Skills and Knowledge) online system will be utilized as a tool for sharing standards-based lessons, resources, and assessments. iTunes University will be uses to store and access complete curriculum and coursework created by Davis School District.

Description: DESK will be utilized across the system.

1.1.4) Student proficiency will be emphasized in all trainings along with rubrics trainings and standards-mastery reporting for elementary teachers. Description: Emphasis on standards-mastery reporting for elementary teachers and beginning Standards-Based Grading for secondary teachers.

1.1.5) All elementary schools will receive on-site literacy training from Language Arts Coordinators.
Description: Language Arts Coordinators will be shared among schools to provide professional development, model teaching, co-teaching, and formative assessment practice.

1.1.6) Formative assessments created by collaborative teams.
Description: Collaborative teams will focus on the creation and analysis of formative assessments.

1.1.7) Weekly professional learning team meetings in Title I schools
Description: All Title I schools will staff weekly grade-level professional learning team meeting which will focus on what is being taught and how well students are learning the material.

1.1.8) Monthly grade-level data meetings in Title I schools
Description: All Title I schools will staff monthly grade-level data meetings to discuss specific student achievement as defined by the common assessments used at each grade level.

1.1.9) On-site Math Academic Coaches will provide training in Title I schools
Description: Identified schools will receive on-site mathematics training conducted by math specialists. All Title I schools will have at least .5 FTE to hire a Math Academic Coach and receive training from the coach.

1.1.10) Student-centered reading support with Title I paraprofessionals
Description: All Title I schools will make use of highly qualified paraprofessional tutors in language arts. The tutors will provide skills--based guided reading support on grade level

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1.1.11) Monitoring scope and sequence of learning for students with IEP
Description: During professional development, the scope and sequence for all academic courses will be taught or reviewed for special education students. Based on assessments, teachers will know what prerequisite skills students have and what they still need to learn. Coaches will work with the teachers to frequently monitor student progress through the curriculum.

1.1.12) Research-based curriculum in special education classrooms
Description: Over the next two years Research-based curriculum has been purchased for every school. This curriculum will be common to each classroom depending on grade level and student needs. Ongoing professional development will keep teachers updated as needed in implementation practices and validity measure.

1.1.13) ESL advisor for data-driven instruction and learning for enrollees in ESL endorsement program
Description: The ESL endorsement program will focus on student achievement utilizing a professional advisory model. All enrollees in the ESL endorsement program will be provided with an ESL advisor to assist in a data-driven approach to ESL student instruction and learning.

1.1.14) Safe and appropriate online behavior
Description: Students will receive training in safe and appropriate online behavior.

1.1.15) Mathematics Professional Development
Description: Mathematics teachers will participate in professional development focused on integrating the Comprehensive Mathematics Instruction Framework and task-based learning into regular classroom instruction. Elementary teachers will be piloting and implementing a new mathematics curriculum written and correlated to DESK Standards.

1.2   Extended kindergarten language and math instruction

Description: Kindergarten students will be identified for the optional extended day program. The extended day program may take the form of additional hours or full day for selected students.

1.2.1) Screening assessment for identification of below level kindergarten students
Description: A pre-kindergarten assessment will be used to identify kindergarten children who are below grade level. These students will be invited to participate in an extended hour or full day program.

1.2.2) Varied instructional practices for extended-day kindergarten students.
Description: Kindergarten children in the OEK program will receive instruction in language arts and mathematics through explicit teaching, small group instruction, math and literacy centers, and technology--enhanced   instruction.

1.2.3) Intervention for 1st grade readiness for extended kindergarten students
Description: Kindergarten students identified as "below basic" will improve skills by working with a certified teacher and teaching assistants learning curriculum for at least an additional 1.5 hours per day. Students will   participate in instruction that is planned to meet learner needs in order to demonstrate 1st grade readiness.

1.2.4) Benchmark testing for extended-day kindergarten students
Description: DIBELS reading benchmark testing will be administered three times per year to kindergarten students in extended-day programs to determine learning needs and to drive instruction.

1.3   Preparation for academic success

Description: Students will be prepared to participate in learning in environments that are safe, drug free, and conducive to learning.

1.3.1) Prevention of school violence
Description: Implementation of evidence-based school climate programs will reduce and help prevent school violence (PeaceBuilders, Rtl, Olweus Bullying Prevention Program).

1.3.2) Preparation for student academic success

Description: School counselor services will be utilized to help students with physical and emotional needs that must be addressed in order for students to be adequately prepared for academic success.

1.3.3) Implement evidence-based parent education programs
Description: Davis District will implement evidence-based parent education programs including Strengthening Families and Incredible Years.

1.3.4) Needs of students at-risk of educational failure
Description: Provide tutoring, credit recovery, adaptive testing, electronic delivery options, in afterschool and summer school setting to increase literacy in mathematics and language arts and address the literacy needs of students at-risk of educational failure.

1.4 Progress monitoring for students with IEP

Description: Formal and informal assessments will be given to all students according to the needs identified on their IEP. Using data, teachers will write goals and objectives to improve literacy outcomes. Progress monitoring, conducted up to four times a year, will be used for inform instructional decisions and demonstrate student growth.

1.4.1) Student readiness to participate in State and District level testing
Description: Teachers will be trained in testing preparation for state academic standards in language arts and math. Teachers will use practice tests to test students' skills and knowledge, and to gain information to prepare effective lesson plans. Students will receive a variety of learning experiences to accelerate literacy and math skill development. All curriculum used will be aligned with the State Academic Content Standards, The Essential Elements, and the District DESK Standards.

1.4.2) Effective use of technology to impact learning for students with IEP
Description: Teachers will be trained in the use of effective technology strategies that have been proven to impact the quality, content, and structure of student learning. Students will become more proficient in the use of computer-based testing skills and will increase learning rates. This delivery model supports teachers, students, and parents while building academic skills.

1.4.3) The Special Education Department has set a goal to improve math proficiency for students with disabilities. All school teams have had the opportunity to be trained in a team process that encourages conversations about evidence-based strategies that influence and predict student outcomes. Related Servers have also been encouraged to interact with the Math Practice Standards and infuse one of the eight standards into their practice.

1.5   Utilization of gifted curriculum

Description: Teachers in our Primary Advanced Learners (PAL) and Spectrum, the elementary full-time gifted and talented programs, will utilize supplemental curriculum specifically created for gifted and talented students.

1.5.1) Integration of supplemental language arts curriculum
Description: The College of William and Mary Language Arts units will be purchased for each Spectrum teacher and they will integrate the supplemental curriculum into their language arts core instruction.

1.5.2) Implementation of supplemental math curriculum
Description: Materials specifically developed for high-ability math students; Mentoring Young Mathematicians (M2) and Mentoring Mathematical Minds (M3), will be used by teachers in our PAL and Spectrum elementary full time gifted and talented programs. Each unit will be taught in alignment with the core curriculum.

1.6   Program CARE supported improvement

Description: At least 30% of North Davis students participating in Program C.A.R.E. Will improve their academic performance as measured by Math and Language CRTs.

1.6.1) Tutoring to support learning needs
Description: AM and PM English and Math Tutoring will support student-learning needs.

1.6.2) Classes to improve basic math skills
Description: 'Math Games' classes will be provided to improve student ability with basic math skills at North Davis Junior High.

1.6.3) Reading Book Club to improve comprehension
Description: Reading/Book Club will improve reading comprehension through increased independent reading.

1.6.4) Remediation and makeup classes
Description: Remediation and makeup classes will provide support for struggling learners.

1.7   Provide options for acquiring credit in Mountain High CCLC

Description: Provide tutoring, credit recovery, adaptive testing, electronic delivery options, in afterschool and summer school setting to increase literacy in mathematics and language arts.

1.7.1) Address literacy needs of at-risk students
Description: Address the literacy needs of students at-risk of educational failure through tutoring, credit recovery, adaptive testing, electronic delivery of curriculum.

1.8 Title I Extended Day Learning

Description: Create a learning environment for students in Title I Extended Day programs.

1.8.1) School day teacher involvement
Description: Reserve spots in after-school program for teacher referral of students.

1.8.2) Monitor scholarship student progress
Description: Identify students that have the greatest need for Extended Day Learning from among those recommended by the daytime teachers for a Scholarship and monitor the progress of these students with a team comprised of the after school director, a certified teacher, and the principal.

1.8.3) Life skills learning lessons
Description: Many supplies and learning manipulative have also been purchased this year. We have tried to create learning opportunities that some of the kids would not get any other way. Expanding our clubs and centers in to more life skills lessons have helped.

1.9 English Language Arts Implementation

Description: Provide professional development for every teacher in Davis School District including special education

1.9.1) Routines and Procedures
Description: Create vertical and horizontal alignments for core concepts and teaching practices.

1.9.2) Adaptive Curriculum
Description: Train teachers on adaptive curriculum to differentiate curriculum for individual students.

1.9.3) Curriculum Based Assessments
Description: Training for teachers on various tools (writing, reading, comprehension, fluency).

1.9.4) Writing Across the Curriculum
Description: Training for all content areas K-12 on strategies on writing across the curriculum.

1.9.5) English Language Arts Coordinators
Descriptions: Developed and organized a cadre of ELA experts to provide support to schools K-6 according to each school and each teacher.

1.10 Elementary Mathematics Pilot and Implementation

Description: Provide professional development for every teacher in grades 3-6 in Davis School District including special education.

1.10.1   Mathematical Practices

Description: Focus on teaching concepts taught in conjunction with mathematical domains.

1.10.2 Adaptive Curriculum
Description: Train teachers on adaptive curriculum to differentiate curriculum for individual students.

1.10.3 Integrated Formative and Summative Assessments
Description: Training for teachers on various tools and methods to assess including the use of technology.

1.10.4 Writing Across the Curriculum
Description: Create integrated writing opportunities in mathematics through problem solving, journaling, and mathematical tasks.

Target 1 Fiscal Resources

Grant	Funding Source	2016
Consolidated	Title IA	$2,838,217
	Title IIA	$228,372
	Title IIIA	$29,683
IDEA		
	IDEA Preschool	$78,124
	IDEA School-age	$2,861,326
State Funds		
	Enhancement for At-Risk Students	$195,851
Early Childhood Programs		
	Reading Achievement Program	$912,341
	Early Intervention Program	$210,559
Title 1C Migrant		
	Title IC Migrant	Not Yet Allocated
McKinney - Vento Homeless		
	McKinney - Vento Homeless	$6,500
Accelerated Student Programs		
	Accelerated Students Programs	$146,487
21st Century		
	21st Century	$44,062
TOTAL		**$7,548,704**

2. Student Achievement: Provide needed interventions to at-risk students

Description: Davis School District will identify students who are at-risk for school dropout and provide students with appropriate interventions.

Performance Measure: Graduation and dropout data in the district database system.

2.1   Kindergarten student success

Description: Kindergarten teachers will support early intervention by increasing support and success for children in their first classroom experience.

2.1.1) Additional adult support for OEK students at highly impacted schools
Description: Teachers at highly impacted school sites will support early intervention of drop-outs by extending learning time for at-risk kindergarteners and add adult support for OEK students.

2.1.2) OEK program at highly impacted schools
Description: Students at highly impacted schools will provide extended-day kindergarten. This extended-day may take the form of additional hours or full day for selected students.

2.1.3) Explicit instruction for OEK students
Description: Certified teachers and teaching assistants will deliver explicit instruction in deficit areas in small groups, through learning centers, and through the use of technology. Extended time combined with additional adult support is key to catching these children up to their grade level peers.

2.2   Interventions for student success

Description: Students will receive interventions at all levels and through various means in order to ensure school success.

2.2.1) Access to effective programs at multiple levels of intervention
Description: Student will receive intervention by having access to effective programs at multiple levels of intervention, including: Local Case Management Teams, Elementary Guidance Counselors, Prevention Dimension Program, Student Assistant Program Training, Support Groups, Reconnecting Youth as well as substance abuse education programs (Impact teams, Protecting you/Protecting Me, Davis Youth Summit).

2.2.2) Early intervention continuum of services
Description: Prevent the onset of problems by intervening early. School personnel will have available a choice of strategies and techniques at different "dose levels" in order to effectively serve students with a wide   range of needs. Strategies and techniques will come from a

continuum of services, with multiple levels of intervention including universal, selected and indicated programs to meet the needs of students.

2.2.3) Resource officers for a safe student environment
Description: Resource officers will be funded to enhance prevention, identification and intervention and as a means of insuring a safe, drug-free environment for the student population.

2.2.4) Title I before and/or after school extended learning opportunities
Description: Each school will identify students who need additional assistance and time with language arts and mathematics and provide extended, before and/or after school learning opportunities.

2.2.5) Effective Secondary Reading and Writing Intervention.
Description: All secondary schools will be equipped with the Read 180 Next Generation program, which aligns to both the reading and writing standards, with a special emphasis on reading and writing argument. The software allows parents to remotely monitor students' literacy work in real time.

2.2.6) Title I Summer School
Description: Title I schools provide a 6-week summer school program designed to provide both remediation and extension opportunities for students in those schools. The program will also provide attendance reward field trips two times during the program.

2.3   Interventions for credit retention and recovery
Description: Teachers will receive training on identifying students who are academically at-risk and creating interventions for credit retention and recovery.

2.3.1) Identify students at-risk
Description: Davis District will identify students who are academically at--risk and create interventions for credit retention and recovery.

2.3.2) Online and site-based professional development.
Description: Online and site-based professional development will focus on developing good relationships with student, increasing student engagement, classroom organization and discipline, and developing quality parental involvement practices.

2.3.3) Online programs and technology-based instruction.
Description: Online programs and technology-based instruction that increases student engagement, enhances individualized learning, and enables students to obtain credits at their own pace as well as engage in credit recovery opportunities will be implemented. Teachers will receive training in how to increase digital learning experiences in the classroom.

2.3.4) Credit recovery options for students

Description: Counselors will work with students to identify best options for credit recovery including such options as retaking classes, completing independent study options, or online learning options.

2.3.5) Improving attendance through school-home connections
Description: Working with parents/guardians, schools will create needed school-home connections to improve student attendance for students who exhibit this early indicator.

2.4   School-home connections
Description: Schools will provide home-school connections.

2.4.1) Family Literacy Nights
Description: Title I schools will provide family literacy nights at the school in the areas of reading and math.

2.4.2) Title I Parent-School Compact
Description: Each Title I school will, through the use of a school/community advisory group, clearly articulate the responsibilities of the school and the parent.

2.4.3) Standards-based reporting and resources for parents
Description: Davis District will enhance the school-home connection through standards-based reporting and the development of online standards-based resources for parents and students.

2.4.4) Connected community
Description: Create a connected community of students and families to the school by providing health services, recreational activities, art and physical fitness, cooking, mentoring, and mental health services. Parents   of at-risk students will be provided with parenting classes, ESL services, GED, and Adult Education classes.

2.4.5) Davis Community Learning Center
Description: In partnership with other community agencies, the DCLC provides for the community of Clearfield a family learning center, which provides adult ESL classes, early childhood education, family literacy, computer literacy as well as connections to various community agencies and organizations.

2.4.6) Online Mathematics Help for Parents
Description: Davis District will enhance parent access to mathematics curriculum and instruction by providing a parent mathematics edition and daily videos detailing lesson objectives through the myDSD portal.

2.4.7) Davis Parent University
Descriptions: A website will be frequently updated providing parents with answers to frequently asked questions, curriculum specifics, standards information, calendar items, and parent courses.

2.5   Maintain Spectrum gifted and talented enrollment

Description: Maintain student enrollment in our PAL (grades 1 through 3) and Spectrum (grades 4 through 6) Programs such that 85% or more of students that enter the full-time gifted and talented programs - successfully complete all three years.

2.5.1) Student continuation contract
Description: Teachers will place students in jeopardy of continuing in the program on a contract, as outlined in the Spectrum Handbook, to monitor their progress and involve parents in order to help them be   more successful in the program

2.6   Transition Services - school to post-school

Description: Transition services are designed as a results oriented process based on their strengths and interests which is focused on improving academic and functional achievement in order to facilitate a successful   movement from school to post-school activities for every student.

2.6.1) IEP-PLAAFP's, Goals, and LTMTS
Description: Students who enter high school will have a transition plan as part of their IEP. The plan will be based on age appropriate assessment that is updated annually. Each student will have measurable   goals which address academic and functional needs as determined from the assessment and are related directly to post secondary education, employment, leisure activities and community living, and independent living skills, if appropriate.

2.6.2) Transition skills in all classes
Description: All special education classes will provide a component of training students on transition skills. These skills can range from learning to cook, using mass transit bus systems, filling out job applications, career math   skills, etc. The skills should be tailored to fit the student's transition plans.

2.6.3) Interpreting Transition Assessment
Description: Provide training to teachers on a variety of transition assessments and how to interpret the results. Teachers will use the results to identify strengths and needs of students when developing post-secondary education goals.

2.7   IEP team support for students

Description: IEP teams will utilize programs and services as needed to ensure students continue to progress.

2.7.1) Referral to Davis Applied Technology College (DATC)
Description: After reviewing a student's transition plan the IEP team will ascertain the student's prerequisite skills to determine if a referral to DATC would be an option. If it is, the team will collaborate with the teacher at   DATC to finalize a student's placement into a specific program.

2.7.2) Option for partial schedule
Description: Students who exhibit a history of attendance problem should meet with the IEP team and counselor to discuss the option of a partial schedule. Usually, this option will be chosen for medical reasons or if   the student is transitioning from an alternative setting. It may also be an option if the student has dropped out and wants to return to school and would like a more gradual integration.

2.7.3) Support for students needing work release/career awareness
Description: Work-based learning helps students relate schoolwork to a future career. The IEP team should meet with the student to determine a course schedule that will support the students learning toward his/her   career choice. Students should be provided with course work that will teach employment skills in conjunction with the work release program.

2.7.4) Option for STAR Post High School Program
Description: Students Transitioning for Adult Responsibilities (STAR) is a program located at the Vista Education Campus for students age 18-22, with mild/moderate disabilities, whose IEP team determined a continual need for transition services. Students will participate in an intake interview with the STAR staff to determine a program that is individualized to their academic and employment needs. Students will continue to obtain credit toward a high school diploma as well as acquire life skills.

2.7.5) Option for Pathways to Careers Program
Description: Individual IEP teams at the post high school program will identify students who might benefit from participation in the Pathways to Careers program as part of the Pioneer Adult Rehabilitation Center (PARC) grant.   PARC will guide identified students through the application process.

2.8   Program CARE participation
Description: At least 30% of students in need of interventions will participate in Program CARE.

2.8.1) Documentation kept
Description: Daily snack, bus and attendance logs are documented and kept on file.

2.8.2) Methods for informing students of Program CARE
Description: Program C.A.R.E. Advertises during morning school day announcements. Display cases, bulletin boards, and banners are displayed throughout the school showing kids what classes/activities are   offered.

2.8.3) Strategies for recruiting participation
Description: Recruit and talk to students and parents at "Back-to-school night," "Parent Teacher Conference," and the school website.

2.9 Connected community of students and families in Mountain High CCLC

Description: Through Mountain High CCLC, create a connected community of students and families by providing support services.

2.9.1) Provide student and family services
Description: Through Mountain High CCLC, provide student and family health services, recreational activities, art and physical fitness, cooking, mentoring, and mental health services.

2.9.2) Provide parent support
Description: Parents of at-risk students will be provided with parenting classes, ESL services, GED Preparation and Adult Education.

2.10 Latinos in Action

Description: Latinos in Action will be implemented in 11 secondary schools (Clearfield HS, Northridge HS, Syracuse HS, Layton HS, Woods Cross HS, Fairfield JH, North Davis JH, North Layton JH, Sunset JH, Central JH, and South Davis JH). The students in this program will provide STAR tutoring to 11 Title I elementary schools. This program will also provide a class, which focuses on academic achievement, leadership, and social skills for the bilingual students enrolled.

2.10.1) Identification of bilingual secondary students to enroll in the LIA class at participating secondary schools.
Description: Using selection criteria developed by LIA and the school, identify potential students for participation in LIA.

2.10.2) Use of STAR tutoring program
Description: LIA students are provided training in the STAR tutoring program.

2.11 Title I Preschool

Description: All elementary Title I schools will provide for preschool targeting school readiness skills. This program will provide a partnership with Head Start.

2.11.1) Identification of eligible Title I boundary preschool students
Description: Working with Head Start, eligible Title I boundary preschool students will be offered enrollment in the program.

2.11.2) Transition Services
Description: Enrolled Title I preschool students and families will be provided with transition to kindergarten services.

2.12 STEM

Description: Elementary school identified as underserved are provided exploratory STEM opportunities

2.12.1) K-6 Schools will receive training according to standards
Description: K-6 teachers receive professional development specific to grade levels in areas identified by local and state communities.

2.12.2) 7-9 Project Lead the Way
Description: Combining core content areas with areas for application to bring on additional schools in Project Lead the Way. Core content teachers will work with CTE teachers in creating curriculum and implementing integrated curriculum.

Target 2 Fiscal Resources

Grant	Funding Source	2016
Consolidated	Title IA	$2,838,217
	Title IIA	$541,330
	Title IIIA	$79,155
IDEA		
	IDEA Preschool	$91,144
	IDEA School-age	$3,815,101
State Funds		
	Enhancement for At-Risk Students	$1,054,585
Early Childhood Programs		
	Reading Achievement Program	$65,167
	Early Intervention Program	$210,559
Title 1C Migrant		
	Title IC Migrant	Not Yet Allocated
McKinney - Vento Homeless		
	McKinney - Vento Homeless	$20,000
Accelerated Student Programs		
	Accelerated Students Programs	$131,839
21st Century		
	21st Century	$143,202
TOTAL		**$8,990,299**

3. Quality Staffing: Attract and maintain a highly qualified diverse staff of competent, dedicated, caring professionals.

Description: Davis School District will support programs and practices to ensure highly qualified teachers are in every classroom.

Performance Measure: CACTUS data showing the number of highly qualified teachers.

3.1   Mentoring program
Description: A mentoring program will be implemented to provide support and assistance to Level I Educators.

 3.1.1) New Hire Orientation
Description: Teachers receive professional development in teaching strategies, classroom management and procedures, and standards-based instruction.

3.1.2) Mentors
Description: Trained mentors will be provided for each Level I Educator.

3.1.3) ESL professional advisory
Description: The ESL endorsement program will focus on student achievement utilizing a professional advisory model. All enrollees in the ESL endorsement program will be provided with an ESL advisor to assist in a   data-driven approach to ESL instruction.

3.1.4) Level I Educator Support Groups
Description: Support groups meetings are facilitated by a master teacher and are either grade-level or content specific. Level I teachers participate in reflection and sharing, take part in demo lessons, receive coaching support, etc.

3.1.5) EYE Requirement Support
Description: EYE teachers will be provided with training in completing EYE requirements including reflective portfolios and Praxis exams.

3.1.6) Monitoring for HQT
Description: Monitoring of teacher qualifications both for potential new hires and for current assignments is done at the district level by a specialist who works in conjunction with principals. This has significantly   reduced the percentage of non-HQT. With this district support and the concerted efforts of Title I school principals, the percent of highly qualified teachers hired in Title I schools exceeds the overall district   highly qualified teacher percentage. Annually each school is notified of any teachers that are not highly qualified by assignment. Schools must identify the steps that will be taken in the current year to   correct this so that all teachers are highly qualified by assignment. Title I schools send four-week letters to all parents/guardians whose children are being taught by non-HQT

teachers. School   Improvement Plans must address how non-HQT will become highly qualified and these plans must be approved by the Board of Education.

3.2   Teacher training to move OEK students to pre-primer level

Description: Teachers will be trained in kindergarten assessment strategies and instructional practices to move students from "below basic" to "pre-primer" skill level.

3.2.1) Effective assessment and teaching strategies
Description: District specialists will select and train teachers in appropriate assessment and effective teaching strategies to increase appropriate identification of students and student learning needs.

3.2.2) Meetings to receive training and coordinate OEK programs
Description: OEK principals, instructional coaches, and District Specialists will participate in regularly scheduled meetings to receive training and coordinate OEK programs.

3.2.3) Teacher Training
Description: each OEK School in conjunction with District Specialists will schedule Time for teacher training

3.2.4) Kindergarten teacher support group
Description: A kindergarten teacher support group will be established for teachers who are interested in meeting regularly to determine instructional strategies and resources to support student achievement.

3.3   Technology Enhanced Classrooms (TEC)

Description: Using Davis District technology funds, continue to provide the technology to develop Technology Enhanced Classrooms (TEC), continue to implement the Computer Refresh Program (CRP), and provide, with   the small amount of remaining Technology Advancement Plan (TAP) funds, discretionary funding at the school level for additional equipment purchases to augment technology integration beyond the TEC and CRP.

3.3.1) Provide training for School Technology Specialists (STSs)
Description: Provide training for School Technology Specialists (STSs) in the use and implementation of 21st Century technology.

3.3.2) Provide mentor training for IC instructors and selected School Technology Specialists (STSs)
Description: Through the Integration Center (IC) of the district's Technology Support and Integration Department, provide mentor training for IC instructors and selected School Technology Specialists to insure proper   training and mentoring of classroom teachers in the use and implementation of technology in the instructional process.

3.3.3) Provide support to the curriculum department
Description: Provide support to the curriculum department, as needed, as the curriculum department develops strategies for conducting webinar training for district educators.

3.3.4) Annual Davis Technology Conference
Description: Provide annual technology conference for all district employees. Conference will provide essential support for employees in the use of technology both in the classroom and through the system.

3.4 Endorsement programs

Description: Endorsement programs are available to increase the number of highly qualified teachers in specific areas.

3.4.1) Availability of endorsement programs
Description: Endorsement programs are available in math, reading, science, and through the English as a Second Language.

3.4.2) Special education licensure
Description: Teachers and paraprofessionals will be supported through training and mentoring in receiving their special education endorsements or teaching certificate through university alternative preparation programs.

3.4.3) Data-driven instruction in ESL
Description: The DESL endorsement program will focus on ESL student achievement. Each participant in the program will track their ESL students throughout the year, using the SIOP model as well as formative assessments.

3.4.4) Endorsement requirement for PAL and Spectrum program
Description: Teachers currently teaching in PAL and Spectrum, the full-time gifted & talented magnet programs will be required to possess or actively be pursuing their gifted & talented endorsement.

3.5 Quality professional development for teachers

Description: Teachers and Related Service Professionals will have access to a variety of professional development options intended to increase content knowledge and effective instructional practices to increase student learning and achievement.

3.5.1) Job-embedded professional development
Description: Professional development will be available through job--embedded, on-site opportunities provided by coaches, specialists, district personnel, school and content mentors, and outside consultants in content, instructional strategies, and data driven instructional practices.

3.5.2) Standards-based professional development
Description: Teachers will have the opportunity to participate in district-based professional development, which includes online and face-to-face

courses, conferences and institutes and individualized professional development through DSD edPLUS resources, including district produced videos on exemplary practice of each Effective Teacher Standards.

3.5.3) Data Analysis and Collaborative Environments
Description: Teachers will learn to analyze student and school data that will inform instruction and teaching methods to meet all students' needs. Teachers will work together in grade level teams, vertical school teams and occasionally in district-wide grade level team.

3.5.4) Elementary Title I Mathematics Academic Coaches
Description: Each Elementary Title I school will have .5 FTE Math coach assigned to the school to assist in the delivery of Math curriculum and implementation of the Professional Learning Community Model.

3.5.5) Title I Collaborative Team Coaching
Description: Each Title I school will be involved in professional development focused on student engagement and the Sheltered Instruction Observation Protocol.

3.6 Meeting the needs of gifted and talented students

Description: Teachers will be offered professional development in best practice and strategies to meet the needs of gifted & talented students.

3.6.1) Ongoing training for teachers of International Baccalaureate program
Description: International Baccalaureate (IB) teachers will receive on-going training to expand their skills, fulfill IB accreditation standards, and to remain qualified to teach IB.

3.6.2) Ongoing professional development for PAL and Spectrum teachers
Description: At least twice a year, PAL and Spectrum teachers will be offered professional development in best practice and strategies to meet the needs of the gifted & talented students they serve.

3.6.3) Pre-AP training for junior high teachers
Description: Jr. High teachers will be offered the opportunity to attend Pre-AP sessions at Davis District's annual Advanced Placement Summer Institute in order to better meet the needs of advanced   learners in their classes.

3.7 Evaluate Davis

Description: Evaluation system for all Davis School District employees

3.7.1) Flexible online evaluation tool for all employees
Description: 24/7 online tool to be accessed by employee and direct supervisor containing goals, standards and proficiency standards.

3.7.2) Differentiated levels of professional development according to identified needs

Description: Identified needs are referred online to PD opportunities

3.7.3) Parent/Student/Teacher feedback
Description: Data gathered through online system is categorized into areas
of success and additional needs for growth

Target 3 Fiscal Resources

Grant	Funding Source	2016
Consolidated	Title IA	$315,246
	Title IIA	$338,331
	Title IIIA	$79,155
IDEA		
	IDEA Preschool	$765,034
	IDEA School-age	$2,384,438
State Funds		
	Enhancement for At-Risk Students	$225,983
Early Childhood Programs		
	Reading Achievement Program	$260,669
	Early Intervention Program	$17550
Title 1C Migrant		
	Title IC Migrant	Not Yet Allocated
McKinney - Vento Homeless		
	McKinney - Vento Homeless	$0
Accelerated Student Programs		
	Accelerated Students Programs	$14,649
21st Century		
	21st Century	$22,031
TOTAL		**$3,723,086**

4. Stakeholder Involvement: Promote involvement of all segments of the community as partners in the educational process

Description: Davis School District will provide opportunities for parents and
                                     community to be involved in decisions impacting their children and
                                     community.

Performance Measure: Meeting agenda and minutes, attendance rolls, produced documents.

4.1   Title I Parent Involvement
Description: Provide parents of Title I schools opportunities to participate in the decision-making processes of schools.

4.1.1) School Parent Involvement Policy
Description: Each participating school has developed jointly with, and distributed to, parents of participating children a written parent involvement policy, agreed upon by such parents.

4.1.2) Parent Involvement Requirements
Description: Each participating school provides for the involvement of parents as specified in subsection 1118 20 USC ls.st resul

4.1.3) School Parent Compact
Description: School-parent compacts outline how parents, school staff and students will share the responsibility and define the means for improving student achievement.

4.1.4) Parent Involvement Set-aside
Description: The LEA reserves not less than 1% of its Title I allocation for parental involvement activities, of which 95 percent of such funds is distributed to participating schools.

4.1.5) LEA Parent Involvement Policy
Description: The LEA has developed, jointly with parents of participating children, a parent involvement policy that reflects the content described in 20 USC.

4.2   PAL and/or Spectrum Parent Involvement
Description: Provide opportunities for parents of students in the PAL and/or Spectrum Programs to be informed and involved in the decision-making and evaluating of those programs.

4.2.1) Parent Information Night

Description: Each year, the Supervisor of Davis Enhanced Education Programs will offer a Parent Information Night at the district office to inform parents about the PAL and Spectrum Programs.

4.2.2) PAL or Spectrum School Committee
Description: Parents will have the opportunity to participate in the decision-making process of the PAL and/or Spectrum Program by serving as a volunteer member of the PAL or Spectrum School Committee at the school where their child(ren) attend(s). There will be a parent representative from each grade level, as well as a Parent Coordinator and Assistant Parent Coordinator included on the committee at each PAL or Spectrum school.

4.2.3) Electronic Parent Survey
Description: Each year, the Supervisor of Davis Enhanced Education Programs will send out an electronic parent survey to solicit feedback and input from parents in order to help evaluate the effectiveness of the programs.

4.3   Provide Training for Parents of Students with Disabilities
Description: Parents will be provided with a wide variety of workshops and events to increase their knowledge and ability to participate in the special education process.

4.3.1) USOE/Davis District Parent Survey
Description: The special education department will utilize the USOE conducted parent survey specific to Davis District to determine the needs of parents and guardians. In conjunction with the Utah Parent Center, CHADD, and other outside organizations the District will provide information and training on subjects such as, but not limited to, transition, guardianship, ADHD, and the IEP process. Trainings will be advertised through schools, the district website, and email lists maintained by various agencies and organizations.

4.3.2) Transition Fair
Description: Davis School District sponsors an annual transition fair inviting outside agencies and vendors to address areas of independent living, post-high school training, education, leisure, and employment available in Davis County and surrounding localities. Parents and students are encouraged to attend to learn about adult services that students may access during high school and beyond.

Target 4 Fiscal Resources

Grant	Funding Source	2016
Consolidated	Title IA	$314,246
	Title IIA	$22,555
	Title IIIA	$9,894
IDEA		
	IDEA Preschool	$26,041
	IDEA School-age	$476,888
State Funds		
	Enhancement for At-Risk Students	$30,131
Early Childhood Programs		
	Reading Achievement Program	$65,167
	Early Intervention Program	$0
Title 1C Migrant		
	Title IC Migrant	Not Yet Allocated
McKinney - Vento Homeless		
	McKinney - Vento Homeless	$5,000
Accelerated Student Programs		
	Accelerated Students Programs	$0
21st Century		
	21st Century	$11,061
TOTAL		**$960,983**

5. Migrant Service Delivery Plan

Description: 1. English Language Acquisition by the 2017-2018 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 1 year will increase from an initial baseline toward English language fluency.
2. Language Arts Achievement by the 2017-2018 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 3 years will score at the proficient level (rubric score of 3 or higher) in language arts based on teacher ratings or state assessment scores.
3. Math Achievement by the 2017-2018 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 3 years will score at the proficient level (rubric score 3 or higher) in math based on teacher ratings or available state assessment scores.

Performance Measure: Please define any differences between the LEA's Identified Goals for the MEP related strategies and action steps than those identified for the state at the action step level.

5.1   Professional Development
Description: Provide professional development and support for implementing the Utah Core Standards, and using research-based instructional strategies and assessments

5.1.1) Provide ongoing professional development targeted toward the implementation of Professional Learning Communities
Description: Effective PLCs will improve instruction through data analysis and intervention

5.1.2) Utilize bilingual and bicultural staff whenever possible for instruction
Description: Utilize bilingual and bicultural staff whenever possible for instruction

5.2   Individualized Student Plans
Description: Develop individual learning plans for all priority for service migrant students (e.g. the electronic Success Plans on the Migrant Literacy NET)

5.2.1) Incorporate tutoring and small group instruction
Description: Incorporate tutoring and small group instruction in Math and Language arts for migrant students that target measurement concepts and algebraic concepts into summer programs, after-school or before-school programs, or in services provided to Out of School Youth.

5.2.2) Utilize instructional materials and online
Description: Utilize bilingual and bicultural staff whenever possible for instruction

5.2.3) Utilize bilingual and bicultural staff whenever possible for instruction
Description: Utilize bilingual and bicultural whenever possible for instruction.

5.3   Parent Involvement in Academic Support of Children
Description: Encourage parental involvement and support through frequent and ongoing activities and communication between teachers and parents

5.3.1) Create programs and opportunities for parents
Description: Create programs and opportunities for parents to become directly involved in supporting the academic achievement of their children (e.g. Parent Literacy Nights, Take Home Book Bags, utilizing the parent resources in English & Spanish from the Migrant Literacy NET).

Target 5 Fiscal Resources

Grant	Funding Source	2016
Consolidated	Title IA	$0
	Title IIA	$0
	Title IIIA	$0
IDEA		
	IDEA Preschool	$0
	IDEA School-age	$0
State Funds		
	Enhancement for At-Risk Students	$0
Early Childhood Programs		
	Reading Achievement Program	$0
	Early Intervention Program	$0
Title 1C Migrant		
	Title IC Migrant	Not Yet Allocated
McKinney - Vento Homeless		
	McKinney - Vento Homeless	Not Yet Allocated
Accelerated Student Programs		
	Accelerated Students Programs	$0
21st Century		
	21st Century	$0
TOTAL		$0