

School LAND Trust Plan 2026-2027 - Jean Massieu School for the Deaf

Please Finish your Plan Submission

Saving Your Work:

- **Most sections autosave:** After completing a section, click on a blank screen area to save.
- **Some sections require manual save:** For the "Action Plan Steps and Expenditures" sections, you **must click "Save."**
- **Best practice:** Save your work in a separate document as a backup.

Important:

- Each goal needs at least one trust land expenditure.
- Clearly describe how funds will achieve each goal. Unclear or misaligned expenses will result in the plan being returned for edits.

At least one goal is required.

Goal #1

close

Goal Statement

close

Councils will formulate concise and impactful student-centered, data-driven, and evidence-based goal statements. A goal statement should answer the question *"What specific academic outcomes will students achieve by the end of the upcoming school year as a direct result of the Land Trust Plan?"*

Example: *By the end of the school year, we will have 60% of K-6 students achieve Typical or Better growth in literacy skills as measured by the Acadience Reading EOY Pathways of Progress composite score.*

By the end of the 2026–2027 school year, at least 65% of students at USDB will demonstrate measurable academic growth in literacy, mathematics, or science. Growth will be determined by one or more of the following indicators: (a) progress toward IEP academic goals demonstrating expected annual growth, (b) growth on standardized or benchmark assessments (e.g., NWEA

MAP, Acadience, KeyMath, or alternate assessments), or (c) progress on curriculum-based

measures aligned to grade-level standards or functional academic skills.

Academic Area

close

Refer to [R277-477-4](#) for a list of priority academic areas. A council may, supported by a council's data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don't have a corresponding measurement, the plan may be sent back for edits.*

Priorities

- College and Career Readiness (*secondary schools only*)
- English/Language Arts
- Graduation Rate Increase (*secondary schools only*)
- Mathematics
- Science

Other Academic Areas in Core Standards

- CTE (Career and Technical Education)
- Educational Technology/Library/Media
- Financial Literacy
- Fine Arts
- Health
- Physical Education
- Social Studies
- Technology
- World Languages

Measurements

close

Describe the data and/or other relevant indicators supporting the decision of the council to identify this academic area as a "most critical academic need."

What measurements will be used to indicate success? Limit the data sources to meaningful tools so that progress may be gauged. Please remember, for each academic area selected above, there must be a corresponding measurement.

USDB has identified academic growth in literacy, mathematics, and science as the most critical

academic need based on multiple data sources across its Deaf and Blind programs. Due to the diverse learning profiles of students served—including students with IEPs, 504 plans, sensory disabilities, and additional cognitive or language needs—USDB relies on a combination of standardized, benchmark, and individualized measures to determine areas of need.

The following data trends informed this determination:

IEP Progress Data: A review of annual IEP goal attainment data indicates that a significant percentage of students are not consistently meeting expected rates of progress in core academic areas, particularly in literacy development and mathematical reasoning. This is especially pronounced for students with language delays or limited access to incidental learning.

Benchmark and Standardized Assessment Data: Results from assessments such as NWEA MAP, Acadience, KeyMath, and alternate assessments show variability in student growth, with many students performing below national or individualized growth expectations. Growth gaps are particularly evident in reading comprehension, vocabulary development, and problem-solving skills.

Language and Access Considerations: USDB students often require explicit language access through ASL/English bilingual instruction, Braille, or other communication modalities. Data indicates that gaps in language acquisition directly impact academic performance, especially in literacy and content-area learning.

Action Plan Steps and Expenditures

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Action plan steps should be specific and clear on what is being purchased with School LAND Trust funds and how the steps support the goal. Please:

- List and number the specific steps.
- Write the School LAND Trust funding amount in parentheses at the end of each action step.

If implementing cross-curricular methods (using art to support a math goal) that do not have an assessment or data tool, explain how the method will be implemented in the action plan steps.

Example:

1. *We will hire a paraprofessional for reading groups. (\$10,000)*
2. *The paraprofessional will work with small groups of students to provide structured support in areas of reading that the students are struggling with.*
3. *We will purchase reading software to complement classroom literacy instruction. (\$5,000)*

Title	Cost/Anticipated Cost
IXL	\$6,806.25
Learning A-Z	\$8,529.76
PowerSchool Schoology	\$6,347.36
PowerSchool Curriculum & Instruction	\$3,647.16

NWEA	\$3,658.75
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Fusion	\$12,885.00
ST Math	\$2,720.00
Newsela	\$1,755.00
Total:	\$46,349.28

Action Steps and Expenditures must be saved manually using this button:

[SAVE ACTION PLAN STEPS](#)

[Scroll to the top to add a goal.](#)

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2024-2025	\$15,109.76	
Distribution for 2025-2026	\$35,396.20	
Total Available Funds for 2025-2026	\$50,505.96	
Estimated Funds to be Spent in 2025-2026	\$ <input type="text" value="68364.6"/>	<input type="button" value="Update"/>
Estimated Carry-over from 2025-2026	-\$17,858.64	
Estimated Distribution for 2026-2027	\$46,653.11	
Total Available Funds for 2026-2027	\$28,794.47	
Summary of Estimated Expenditures for 2026-2027	\$0.00	
Estimated Carry-over to 2027-2028	\$28,794.47	

The Estimated Distribution is subject to change if student enrollment counts change.

Estimated Carry-over

[Click the Update button on the Funding Estimates table to refresh Estimated Carry-over data shown here.](#)

Please explain why the Estimated Carryover to 2027 - 2028 of \$28794.47 is more than the 10 % of the Estimated Distribution for 2026 - 2027 of \$46653.11.

Carryover threshold explanation is required.

Publicity

[Click here to order free stickers for identifying School LAND Trust purchases such as books or computers.](#)

The following items are the proposed methods of how the Plan would be publicized to the community:

- Letters to policymakers and/or administrators of trust lands and trust funds
- Other: Please explain
- School assembly
- School marquee
- School newsletter or website
- Social Media
- Stickers that identify purchases made with School LAND Trust funds

Council Plan Approval

Please indicate the voting results to approve this school plan.

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Number Approved:

Number Not Approved:

Number Absent:

Date: 

Please attach relevant documents here. *If attaching data to support the Measurement section, please ensure it does not include any student data.*

Please submit comments below.

Comments are only seen by those involved in submitting or reviewing plans and cannot be edited or removed.

There is a 1000 character limit on the comments. SAVE button shows when entry is made. Character Count: 0

Review before Submission

Please review the following before submitting (once approved, this report is public):

- **Spelling & grammar**
- **There is no student or personal data**

Once submitted the report may only be revised through the review process by the LEA Reviewer or Charter (Business Administrator) Reviewer. Once the review is complete, the report may not be edited.

This form is ready for display on the public website. Spelling and grammar have been checked. There is no student data included.

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