



# Teacher Student Success Plan LAND Trust only

**Fremont Elementary - SY 2023**

Principal Adell Arvidson

## 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 Fremont Elementary School community is comprised of families from a variety of socio-economic levels. Due to the number of students coming from economically disadvantaged homes, Fremont is designated as a Federal Title I School, and as such, receives Title I funds. This funding has allowed us to pay for tutors to assist teachers with Tier 1 and Tier 2 interventions. Families are faced with a variety of challenges that typically accompany dynamics of a low-income community. This year with the COVID-19 restrictions, we have seen an increase in the challenges they face with Social Emotional Learning (SEL) needs. The number of parent volunteers has decreased due to restrictions for school-wide activities and following the BIG 5 Guidelines. The PTA is small and has struggled with enrollment. The Community Council also struggles to find parent members. Fremont has two subgroups that place in the lowest 5% of the state proficiency scores. We are therefore identified as a Targeted school for our English Language Learners (ELL) and Students with Disabilities (SWD) populations. Fremont Elementary includes Headstart, a Talking Time Pre-School program, Before & After School Program, Extended Day Kindergarten, and Summer School. The school is home for two Essential Elements Classrooms, Resource, and provides SEM (Schoolwide Enrichment Model) enrichment activities for identified students. They have access to activities involving robotics, coding, engineering, design, technology, mathematics, art, and PE. This supports our belief that students benefit from curriculum supported by all facets of learning.

## Description of the School

### Community

Fremont Elementary is at the most northern end of Davis County in Sunset, Utah. The address is 2525 N 160 W, Sunset Utah, 84015. It is a Title 1 school, and all students are within walking distance. The neighborhood is comprised of apartment complexes and single-family homes. Fremont enjoys a diverse mix of students.

## Student Body

Fremont Elementary has a current enrollment of 283 students Pre-K – 6th grade. Of these students, 48% reside in economically disadvantaged homes and 2.6% are considered homeless. We feel the economically disadvantaged percent is higher since parents did not have to apply for the lunch program as all students were free. The breakdown of the students includes the following:

- Caucasian = 59.4%
- Hispanic = 28.6%
- Multiple Races = 6%
- Pacific Islander = 3.5%
- African American/Black 1.1%
- American Native .7%
- Asian .7%.
- English Language Learners (ELL) 8%
- Students With Disabilities (SWD) 22.3%
- Students from 11 Active-Duty families

## Staff

Fremont's breakdown of staff diversity is as follows:

- Caucasian 85.2%
- Multiple Races 6.6%
- Hispanic 4.9%
- American Native 1.6%
- Asian 1.6%

Fremont Elementary consists of staff with the following additional qualifications

- 10 MS Degrees

### Endorsements

- 10 ESL
- 2 Reading
- 1 Gifted and Talented
- 1 Mild/Moderate Disabilities
- 1 Severe Disabilities
- 1 Music
- 1 Elementary Math
- Certified Staff –

### Full Time

- 11 General Ed. Teachers
- 1 Special Education Teachers
- 2 Essential Elements Teachers
- 1 Speech Language Pathologist

**Certified Staff - Part Time**

- 1 Counselor
- 1 Family Service Worker
- 1 Psychologist
- 1 School Technology Specialist
- 1 English Language Arts Instructional Leader
- 1 Arts Integration Specialist
- 1 Math Instructional Leader

**Classified Staff - Full Time**

- 1 Head Secretary
- 1 Head Custodian
- 1 General Custodian
- 1 Nutrition Service Manager
- 1 Media Specialist

**Classified Staff - Part Time –**

- 3 Office/Playground Staff
- 3 Upper Grade Teacher Assistants
- 9 Essential Elements Assistants
- 2 Special Education Assistants/tutors
- 2 K-6 Tutors
- 3 Optional Extended Kindergarten (OEK) Kindergarten Tutors
- 3 Head Start Teachers
- 1 Schoolwide Enrichment Model (SEM) Teacher
- 1 Art/Music Teacher
- 1 Computer Science Teacher
- 1 Physical Education Teacher
- 2 Talking Time Teachers
- 1 After School Director
- 3 After School Assistants
- 2 Nutrition Specialists
- 2 Custodians

**School Culture**

Fremont Elementary has a shared culture of continually striving for excellence, with high expectations for all. We share the belief that each child has unique gifts that no other child has. Our school strives to assist parents and families in helping each child discover his/her unique gifts in order to reach their full potential. Students and faculty members are recognized as positive examples when they go above and beyond helping to create an environment that stimulates individual initiative. Our priority is to create a school climate and culture that is positive, safe, inviting, comfortable, and conducive to learning.

**Unique Features & Challenges**

The Fremont Elementary School community is comprised of families from a variety of socio-economic levels. Due to the number of students coming from economically disadvantaged homes, Fremont is designated as a Federal Title I School, and as such, receives Title I funds. This funding has allowed us to pay for one additional teacher, lowering our class sizes. Funds are also allocated for tutors to assist teachers with Tier 2 interventions. Families are faced with a variety of challenges that typically accompany dynamics of a low-income community.

This year with the COVID-19 restrictions, we have seen an increase in the challenges they face with Social Emotional Learning (SEL) needs. The number of parent volunteers has decreased due to restrictions for school-wide activities and following the BIG 5 Guidelines. The PTA is small and has struggled with enrollment. The Community Council also struggles to find parent members. Fremont has two subgroups that place in the lowest 5% of the state proficiency scores. We are therefore identified as a Targeted school for our English Language Learners (ELL) and Students with Disabilities (SWD) populations. Fremont Elementary includes Headstart, a Talking Time Pre-School program, Before & After School Program, Extended Day Kindergarten, and Summer School. The school is home for two Essential Elements Classrooms, Resource, and provides SEM (Schoolwide Enrichment Model) enrichment activities for identified students. They have access to activities involving robotics, coding, engineering, design, technology, mathematics, art, and PE. This supports our belief that students benefit from curriculum supported by all facets of learning.

## Additional Information

All General Ed, SPED, and Essential Elements Teachers along with Administration, are enrolled in a LETRS Course. This teaches the science behind reading. The course is now required state-wide for K-3 teachers. We are going to be an APPLE school for the 2023 schoolyear. This means that students and faculty will be using iPads, and we will receive professional Development through APPLE. All classrooms are equipped with large TV display screens, Enhanced Sound Systems, Projectors, Apple TVs, and Document Cameras. With technology, we are 1:1 with some grade levels using iPads and some using laptops. Fremont's fifth grade students participate in a Science Technology Engineering and Math (STEM) partnership program with Hill AFB entitled "Star Base." Students travel to the base and participate in the study of math, science, and engineering concepts combined with hands-on projects and learning activities. Teachers have the use of an InfiniD lab for hands on, interactive, cooperative learning to support and assess student learning in science. To promote healthy habits and nutrition, Fremont participates in a USOE grant entitled "Fresh Fruit and Vegetable Program" (FFVP). The FFVP provides fruits and vegetables to all students twice a week. This introduces students to healthy alternatives to junk food snacks and educates them about a variety of different fruits and vegetables. This could prompt families to purchase these items for home consumption.

## Needs Analysis

### Notable Achievements

Fremont has been in a pilot program with an Arts Integration Specialist. This specialist works with classroom teachers using art, drama, and music, to teach content knowledge for enhanced learning. The specialist also works with our art and music prep specialist to facilitate additional learning over multiple weeks. This program will be used to inspire additional schools to include collaboration between an integration specialist and a classroom teacher. Proficiency with the content knowledge can be shown through display and performance and common formative assessments. Students will not only increase their content knowledge but will also strengthen Social Emotional Learning (SEL) components. Students including our targeted ELL and SWD benefit from multiple teaching modalities and learning styles. We are also involved in a pilot program where our students learn how to line code. This affects the ability for students to increase their coding skills.

### Areas of Recent Improvement

Proficiency on Acadience MOY increased:

51% in 2021 to 53% in 2022

SPED students 18% in 2021 to 21% in 2022

ELL students 41% in 2019 to 50% in 2022

2nd grade students 52% in 2021 to 63% in 2022

2nd Grade SPED 52% in 2021 to 79% in 2022

3rd grade SPED students 38% in 2021 to 40% in 2022

3rd grade SPED students 13% in 2019 to 44% in 2021

5th grade 45% in 2021 to 64% in 2022

6th grade 57% in 2021 to 63% in 2022

6th grade SPED 17% in 2021 to 25% in 2022

Percent of Typical and Above Pathways of Progress on Acadience MOY increased:

ELL students went from 47.8% in 2020 to 60% in 2022

2nd grade went from 51% in 2021 to 63% in 2022.

4th grade went from 48% in 2020 to 56% in 2022.

5th grade went from 45% in 2021 to 64% in 2022.

6th grade went from 56% in 2021 to 62% in 2022.

Language Art proficiency increased:

ELL students from 10% in 2018 to 33% in 2021

Rise Math proficiency increased:

From 29% in 2018 to 36% in 2021

3rd grade 14% in 2019 to 22% in 2021

4th grade 29% in 2018 to 36% in 2021

Rise Science proficiency increased:

4th grade SPED students 9% in 2018 to 33.3% in 2019

5th grade SPED students 25% in 2018 to 27% in 2019

Rise Writing proficiency increased:

4th grade 28.2% in 2019 40.9% in 2021

4th grade ELL students went from 33.3% in 2019 to 75% in 2021

5th grade 61.2% in 2019 66.7% in 2021

6th grade 54.5% in 2019 70.6% in 2021

The average WIDA score went from 3.26 in 2020 to 3.95 in 2021

## Areas of Needed Improvement

Fremont Elementary has been identified as a "Targeted School" due to a lack of proficiency in multiple areas. We need to focus on increasing student attendance levels, and academic proficiency levels across all grades and all content areas. Of concern from recent academic testing are the subgroups of English Language Learners and Students with Disabilities. A renewed emphasis is being made to support these students during this and the foreseeable future. In the Acadience Reading assessment Fremont is improving in proficiency but not in growth. Fremont will focus on Professional Learning Communities and using data to drive their instruction in the upcoming school year. Chronic absenteeism increased from 11% in 2021 to a current 27%. We believe this can be attributed to COVID and the number of students who were isolated or quarantined.

## Prior Year Status Report

### Report progress on PRIOR YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
Students K-6 will show an increase in scoring above or well above by 4% on their Middle Of Year Acadience Pathways to Progress	Met goal	Students making typical and above progress on the MOY Acadience Pathways to Progress increased from 55% in 2020 to 60% in 2021.
Students K-6 will increase their math proficiency by 4%	Did not meet goal	We were not able to measure proficiency from 2020 to 2021. Rise testing was not done in 2020..
We will improve the sense of community and safety for students and staff by implementing Social Emotional Learning (SEL) strategies.	Did not meet goal	The Walkthrough survey was only given at the middle of the year.

## Current Year Progress Report

### Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
Students K-6 will show a 4% increase on the Acadience Pathways of Progress based on End-of Year (EOY) data.	Progressing according to plan	For the 2021 school year, the percentage of students making typical or above progress according to the MOY was

Students K-6 will show an increase in their mathematical understanding by achieving 70% proficiency on grade level, common formative assessments on priority standards.

Not progressing according to plan

59.6%. The EOY for 2021 was 60.6%. The MOY for 2022 is 52.7%.

Currently the percentage of students who are proficient on Common Formative Assessments is 57%. We are working to reteach and increase the proficiency on grade level assessments.

Teachers, staff, and administrators will work together to intentionally promote an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected using competencies, indicators, and developmental goal. Extensive research demonstrates that school-based SEL programs can promote and enhance students' connection to school, positive behavior, and academic achievement (Durlak et al., 2011). Based on this research we expect student centered SEL goals to support learners and learner proficiency as outlined in goals 1 and 2. Evaluate Davis Student Survey's will show an Average Response increase from 3.46 to 3.7 and Staff Surveys will show an increase from the average response of 3.85 to 3.89.

Not progressing according to plan

We have noticed an increase of anxiety among students and adults this year. Many felt that the pandemic would be over and things would be getting back to normal. When the surveys were taken, there were more students out due to COVID than ever before. Our student survey average decreased from 3.46 to 3.4. Our staff survey went from 3.85 to 3.76.

## LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 17,497.16
B - Allocated new funds for current year SY21-22	\$ 28,698.00
C - Total Budget for current year SY21-22	\$ 46,195.16
D - Projected spending during current year SY21-22	\$ 9,500.00

E - Expected carryover from current year SY21-22	\$ 36,695.16
F - Projected new funding for next year SY22-23	\$ 35,378.00
G - Total projected funding for next year SY22-23	\$ 72,073.16

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>ELA</b>
<i>Goal Statement</i>	Students K-3 will show a three percent increase on the Acadience Pathways of Progress based on End-of Year (EOY) data.
<i>Measures</i>	Looking at the middle of year (MOY) Acadience Reading benchmarks, over 57% of students in grades K-3 are below or well below proficiency. Students need to show typical growth and those who are non-proficient need to show above or well above growth to maintain or close the gaps. Students need to read proficiently on grade level material to be successful with all subjects. Teachers will use Acadience Reading benchmark data and the Pathways of Progress report to track progress from the beginning of year (BOY) to middle of year (MOY) to drive instruction. The Pathways of Progress report will be used to show the growth from BOY to end of year benchmarks.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. Teachers and Administrators will participate in Language Essentials of Teachers Reading and Spelling (LETRS) Professional Development to build knowledge and skills in the science of reading for both Tier 1 and Tier 2 instruction.</li> <li>2. Teachers will identify grade level priority standards.</li> <li>3. Teachers will provide explicit, systematic, and cumulative Tier 1 ELA instruction</li> <li>4. At-Risk students will be identified using common formative assessments</li> <li>5. Tutors will work under the direction of the classroom teacher to provide support to identified students, or on-level students. Teachers would then work with at-risk students.</li> <li>6. Teachers will participate in regular PLC meetings to discuss and plan tier 1 and tier 2 interventions and enrichment for differentiated instruction.</li> <li>7. With support from the English Language Arts (ELA) Instructional Leader, teachers will review progress monitoring for identified students receiving targeted intervention.</li> <li>8. Teachers will participate in grade level data meetings with Administration and the ELA Instructional Leader.</li> </ol>



- 9. Utilizing the Coaching cycle, the ELA Instructional Leader will support and instruct teachers.
- 10. Teachers will utilize tutors to support tier 1 and tier 2 instruction using research based, targeted interventions. Supplies to support small groups will be paid for with LAND Trust funds.
- 11. i-Ready adaptive software will be used to supplement Tier 1 instruction.
- 12. The ELA Instructional Leader will have one half of his salary paid to have him be full time at Fremont.

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

#PCBL

*District Strategic Plan Area(s)*

Student Growth & Achievement

*Academic area(s) addressed by the goal*

Reading

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

No

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

Yes

Goal LAND Trust Expense Total - \$51,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#12 Pay for one half of our ELA Instructional Leader's salary	\$ 51,000.00
LAND Trust Academic	General Supplies, Other	#10 Supplies to support Tier 1 and Tier 2 intervention groups	\$ 500.00

*Goal Short Title*

**ELL/SPED Reading**

*Goal Statement*

English Language Learners and Special Education (SPED) K-6 students will show an increase of three percent on the Acadience Reading Pathways of Progress report based on end of year (EOY) data.

*Measures*

Fremont Elementary is a Targeted Support and Improvement (TSI) school for both English Language Learners (ELL) and Special Education (SPED) students. To

prevent going to comprehensive support, these students need to score above the lowest five percent of the state rankings. Reading is a necessary skill to be successful in life. The Acadience Reading Pathways to Progress will be used to determine progress.

*Action Plan (please number steps)*

1. Teachers and Administrators will participate in Language Essentials of Teachers Reading and Spelling (LETRS) Professional Development to build knowledge and skills in the science of reading for both Tier 1 and Tier 2 instruction.
2. ELL and SPED students will be identified using Encore data.
3. A tutor will be hired to work with students under the direction of our SPED teacher. This will be paid with LAND Trust funds.
4. A tutor will be hired to work with ELL students under the direction of the classroom teacher in collaboration with our ELA Instructional Leader.
5. Teachers will provide explicit, systematic, and cumulative Tier 1 math instruction.
6. Teachers will Participate in regular PLC meetings to discuss and plan tier 1 and tier 2 interventions and enrichment for differentiated instruction.
7. With support from the ELA Instructional Leader, teachers will review progress monitoring for identified students receiving targeted intervention.
8. Teachers will participate in grade level data meetings with Administration and the ELA Instructional Leader.
9. iReady adaptive software will be used to supplement Tier 1 instruction.

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

#PCBL

*District Strategic Plan Area(s)*

Student Growth & Achievement

*Academic area(s) addressed by the goal*

Reading

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

No

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

Yes

Goal LAND Trust Expense Total - \$8,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#3 Hire a tutor to work with SPED students	\$ 8,000.00



<i>Goal Short Title</i>	<b>Math</b>
<i>Goal Statement</i>	Students 1-6 will show an increase in their mathematical understanding by achieving a three percent increase in the i-Ready Progress to Annual Typical Growth.
<i>Measures</i>	Fremont Elementary is below the State and District average in Mathematics. Students need a solid understanding of math, helping them be successful throughout life. iReady will be used to determine progress.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. Grade level priority standards will be identified.</li> <li>2. Teachers will provide explicit, systematic, and cumulative Tier 1 Math instruction.</li> <li>3. At-Risk students will be identified using common formative assessments.</li> <li>4. Tutors will work under the direction of the classroom teacher to provide support to identified students. If they work with on-level students, the teacher will work with those at-risk.</li> <li>5. With support from the Math Instructional Leader, teachers will review progress monitoring for identified students receiving targeted intervention.</li> <li>6. Teachers will participate in grade level data meetings with Administration and the Math Instructional Leader.</li> <li>7. Utilizing the Coaching cycle will allow the Math Instructional Leader to support and instruct teachers.</li> <li>8. i-Ready adaptive software will be used to supplement Tier 1 instruction.</li> </ol>
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement
<i>Academic area(s) addressed by the goal</i>	Mathematics
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No
<i>Will LANDTrust funds be used to support the</i>	Yes

implementation of this goal?

Goal LAND Trust Expense Total - \$2,400.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#8 iReady adaptive Software licenses	\$ 2,400.00

Goal Short Title

**ELL/SPED Math**

Goal Statement

English Language Learners (ELL) and SPED students 1-6 will show an increase in their mathematical understanding by achieving a three percent increase in the i-Ready Progress to Annual Typical Growth.

Measures

Fremont Elementary is a TSI school for both ELL and SPED students. To prevent going to comprehensive support, these students need to score above the lowest five percent of the state rankings. Math is a lifelong need. iReady will be used to determine growth.

Action Plan (please number steps)

1. ELL and SPED students will be identified using Encore data.
2. A tutor will be hired to work with students under the direction of our SPED teacher.
3. A tutor will be hired to work with ELL students under the direction of the classroom teacher in collaboration with our Math Instructional Leader.
4. Teachers will provide explicit, systematic, and cumulative Tier 1 math instruction.
5. Teachers will Participate in regular Professional Learning Communities (PLCs) meetings to discuss and plan tier 1 and tier 2 interventions and enrichment for differentiated instruction.
6. With support from the Math Instructional Leader, teachers will review progress monitoring for identified students receiving targeted intervention.
7. Teachers will participate in grade level data meetings with Administration and the Math Instructional Leader.
8. i-Ready adaptive software will be used to supplement Tier 1 instruction.

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

#PCBL

District Strategic Plan Area(s)

Student Growth & Achievement

<i>Academic area(s) addressed by the goal</i>	Mathematics								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No								
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Yes								
	Goal LAND Trust Expense Total - \$10,000.00								
	<table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries &amp; Benefits</td> <td>#3 Hire a tutor to work with ELL students</td> <td>\$ 10,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#3 Hire a tutor to work with ELL students	\$ 10,000.00
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LAND Trust Academic	Salaries & Benefits	#3 Hire a tutor to work with ELL students	\$ 10,000.00						

## Additional LAND Trust Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
ELL/SPED Math	LAND Trust Academic	Salaries & Benefits	#3 Hire a tutor to work with ELL students	\$10,000.00
ELL/SPED Reading	LAND Trust Academic	Salaries & Benefits	#3 Hire a tutor to work with SPED students	\$8,000.00
ELA	LAND Trust Academic	Salaries & Benefits	#12 Pay for one half of our ELA Instructional Leader's salary	\$51,000.00
ELA	LAND Trust Academic	General Supplies, Other	#10 Supplies to support Tier 1 and Tier 2 intervention groups	\$500.00
Math	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#8 iReady adaptive Software licenses	\$2,400.00

### Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 35,378.00
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G - Total projected funding for next year SY22-23	\$ 72,073.16
H - Total planned expenditures for next year SY22-23	\$ 71,900.00
I - Planned carryover into the following year SY23-24	\$ 173.16
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	We do not anticipate having a carryover in excess of 10%. If we receive additional funds or have funds that have not been spent, we will use them to support our goals. We would use some to continue the ability to have our ELA Coordinator full-time. We would also look at purchasing additional supplies to support the implementation of the LETTRS framework and the math instruction. Professional development, curriculum, licenses, technology, or books will be areas that the additional funds could be used.
Plan for sharing the school LANDTrust plan with the community	Letters to policy makers Labels to identify LAND Trust purchases School website School newsletter
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:*

iReady adaptive software.

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?

Goals 1,2, and 3 focus on student improvement in Language Arts.

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

Goals 4, and 5 focus on student improvement in Mathematics.

## Title I Plan / TSSP: Which evidence-based methods, instructional strategies and programs are used to strengthen the school-wide program?

Collaborative Coaching/Professional Learning Communities/Davis Collaborative Teams

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

## 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:*

We have a Family Support Worker who reaches out to families to discuss needs and the available resources.



### 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:*

We send out newsletters and invite parents to volunteer in the school.

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

ILP Conferences|Back to School|Federal programs video

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

Students have shown growth with interventions and supports they are given from small groups with tutors.

### 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	04/08/2022
Number who approved	5
Number who did not approve	0
Number who were absent or abstained	1