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

Here at Fremont, we learn in an inclusive community built on kindness, trust, and teamwork.

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 One 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 273 student's Pre-K – 6th grade. Of these students, 62.5% reside in economically disadvantaged homes and 3.6% are considered homeless. The breakdown of the students includes the following: Caucasian = 54.2% Hispanic = 34.3% Multiple Races = 5.2% Pacific Islander = 2.6% African American/Black 1.8% American Native 1.1% Asian four percent. English Language Learners (ELL) 8.4% Students with Disabilities (SWD) 22.7% and Students from nine Active-Duty families.

Staff

Fremont's breakdown of staff diversity is as follows: Caucasian 82.6% Multiple Races 10.1% Hispanic 4.3% American

Native 1.4% Asian 1.4%

<u>Fremont Elementary consists of staff with the following additional qualifications:</u>

14 MS Degrees

14 ESL Endorsements

2 Reading Endorsements

1 Gifted and Talented Endorsements

1 Music Endorsements

1 Elementary Math Endorsements

<u>Certified Staff – Full Time</u>

12 General Ed. Teachers

4 Special Education Teachers

1 Speech Language Pathologist

<u>Certified Staff - Part Time</u>

1 Counselor

1 Family Service Worker

1 Psychologist

1 School Technology Specialist

1 English Language Arts Instructional Leader

1 Arts Integration Specialist

<u>Classified Staff - Full Time</u>

1 Office Manager

1 Facilities Manager

1 Nutrition Service Manager

1 Media Specialist

1 Teacher Assistant

<u>Classified Staff - Part Time</u>

3 Office/Playground Staff

5 Teacher Assistants

6 Special Education Assistants/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

3 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. We are a Positive Behavior Intervention Focus School (PBIS),

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 year we were able to receive funding for a full day kindergarten class and use funds from Title 1 for a second class. With our small enrollment, we have two teachers in kindergarten, first and second with splits in 3rd/4th and 5th/6th. With the previous COVID-19 restrictions, we have seen an increase in the challenges students face with Social Emotional Learning (SEL) needs. We have incorporated the use of Move This World, clubs, and PBIS to address these needs. The PTA is small and has struggled with enrollment. Fremont has one subgroup that place in the lowest 5% of the state proficiency scores. We are therefore identified as a Targeted school for our Students with Disabilities (SWD) population. Fremont Elementary includes 3 preschools, Headstart, a Talking Time Pre-School program, Before & After School Program, and a BTS Arts Integration Specialist. This supports our belief that students benefit from curriculum supported by all facets of learning, and the involvement of teachers, staff, parents, and community.

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 using iPads. 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 Infini-D 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 participating in a program with a BTS 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 SWD (Students with Disabilities), and ELL (English Language Learners) 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. In addition, Fremont has also experienced growth in Reading as measured by Acadience Pathways of Progress. We increased from 53% typical or better growth at MOY SY21-22 to 68% typical or better at MOY SY22-23. We attribute this growth to a number of factors, including structured Tier one instruction, full-day kindergarten, Lexia adaptive software, full-time Literacy Coach, SIPPS targeted intervention program, and consistent progress monitoring schedule.

Areas of Recent Improvement

Acadience proficiency percentage increases from MOY 21-22 to MOY 22-23:

All K-6 Students: 53% to 61%

Kindergarten: 32% to 36%

2nd Grade: 52% to 64%

3rd Grade: 52% to 71%

5th Grade: 65% to 73%

6th Grade: 63% to 83%

SPED Students K-6: 23% to 32%

Acadience Pathways of Progress growth measured as typical or better from MOY 21-22 to MOY 22-23:

All K-6 Students: 53% to 67%

Kindergarten: 34% to 50%

2nd Grade: 57% to 88%

3rd Grade: 49% to 74%

5th Grade: 56% to 73%

6th Grade: 58% to 72%

SPED Students K-6: 40% - 60%

RISE Language Arts Proficiency Increases:

All 3-6 Students: 28% in 2021 to 35% in 2022

3rd Grade: 22% in 2021 to 33% in 2022

4th Grade: 33% in 2021 to 38% in 2022

5th Grade: 36% in 2021 to 37% in 2022

6th Grade: 25% in 2021 to 33% in 2022

RISE Math Proficiency Increases:

All 3-6 Students: 27% in 2021 to 37% in 2022

3rd Grade: 29% in 2021 to 44% in 2022

4th Grade: 37% in 2021 to 55% in 2022

5th Grade: 29% in 2021 to 37% in 2022

RISE Science Proficiency Increases:

All 4-6 Students: 29% in 2021 to 42% in 2022

3rd Grade: 22% in 2021 to 36% in 2022

4th Grade: 35% in 2021 to 52% in 2022

5th Grade: 37% in 2021 to 43% in 2022

Decrease in Chronic Absentee

2022 84 students or 25.77%

2023 61 students or 20.33%

Areas of Needed Improvement

Fremont Elementary has been identified as a "Targeted School" due to a lack of proficiency in multiple areas. Of concern from recent academic testing are the subgroup of Students with Disabilities. Math will continue to be a focus in all grade levels as we are still below the district average. A renewed emphasis is being made to support these students during this and the foreseeable future. Fremont will focus on Professional Learning Communities and using data to drive their instruction in the upcoming school year.

Prior Year Status Report

Report progress on <u>PRIOR YEAR</u> 2022 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
Students K-6 will show a 4% increase on the Acadience Pathways of Progress based on End-of Year (EOY) data.	Did not meet goal	Grades second, fourth and fifth all increased by more than 4 percentage points. Our school wide percentage decreased by a total of five percent in making typical or greater progress. We are showing progress by having a full time Literacy Coach, increasing our rigor in Tier One instruction, providing targeted Tier Two and Tier Three instruction, and increasing our progress monitoring.
Students K-6 will show an increase in their mathematical understanding by achieving 70% proficiency on grade level, common formative assessments on priority standards.	Did not meet goal	Using common formative assessments, kindergarten, first, and second grades all averaged above 78 percent proficient. Our third through sixth grades all averaged below 70 percent proficient on common formative assessments. Based on data used in PLC's, students received additional instruction, either Tier One or Tier Two. This included small group and teacher provided. We are increasing the rigor of our Tier One instruction, using TAs to help in Tier Two and Tier Three instruction, and have incorporated the use of a technology based adaptive program to support teacher direct instruction.
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	Did not meet goal	The 3-6 Student Survey of School average response was up from 3.46 to 3.59. The K-6 staff survey of school was down from 3.76 to 3.62. We have implemented school-wide clubs, SEL practices which are directed at both

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.

students and staff. We have also become a PBIS Focus school.

Current Year Progress Report

Report progress on <u>CURRENT YEAR</u> 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Students K-3 will show a three percent increase on the Acadience Pathways of Progress based on End-of Year (EOY) data.	Progressing according to plan	In 2022. 51% of students K-3 made typical and above progress on the EOL Benchmark. In 2023, 68% of the students made typical and above progress on the MOY.
Englisn 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.	Progressing according to plan	For the 2022 EOY, 76% of K-6 ELL students made typical and above progress. For the 2023 MOY, 53% of K-6 ELL students were making typical and above progress. For the 2022 EOY, 43% of K-6 SPED students were making typical and above progress. For the 2023 MOY, 60% of K-6 students were making typical and above progress. When you combine the two groups, 67% were making typical and above progress for the 2022 EOY Benchmark. For the 2023 MOY Benchmark, 67% were making typical and above progress.
Students 4-6 will show a three percent increase in comprehension as measured by the Reading Inventory end of year (EOY) data.	Progressing according to plan	The district is no longer supporting the use of the Reading Inventory. By using the Dorf Retell. the 2023 BOY for students 4-6, 75% were at or above benchmark. On the MOY, 82% were at typical or above.
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.	Progressing according to plan	Fremont is currently at three percent growth from BOY to MOY in Grades K-3.in Accadience Math. The progress to Annual typical growth for the winter 2021-2022 was 70% school wide. Our current progress to annual typical growth is also 70%.
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	Progressing according to plan	The progress to Annual typical growth for the winter 2021-2022 was 70% school wide. Our current progress to annual typical growth is also 70%.

Progress to Annual Typical Growth.

We will increase the positive culture in the school by two percent as measured by the climate survey and Evaluate Davis surveys.	Not progressing according to plan	According to the Evaluate Davis 3-6 Student Survey from 2021-2022, students responded to the question "I feel safe at school" with a 3.3 average. On the 2022-2023 the average was 3.45. We increased, but not as much as we had planned.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	$ 33,263.64
B - Allocated new funds for Current Year SY22-23	$ 35,347.10
C - Total Budget for Current Year SY22-23	$ 68,610.74
D - Projected spending during Current Year SY22-23	$ 43,000.00
E - Expected carryover from Current Year SY22-23	$ 25,610.74
F - Projected new funding for Next Year SY23-24	$ 34,161.82
G - Total projected funding for Next Year SY23-24	$ 59,772.56

Goals and Planned Actions / Resources

Goal Short Title	**Reading (Growth)**
Goal Statement	Grade K-6 students will achieve 65% of typical or above growth as measured by Acadience Pathways of Progress based on Beginning-of-Year (BOY) to End-of-Year (EOY) data for SY2024.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	Acadience Pathways of Progress composite data for SY23-24
Action Plan (please number steps)	1. Teachers and Administrators will implement knowledge and skills learned in Language Essentials of Teachers Reading and Spelling (LETRS) Professional Development for both Tier I and Tier II instruction.

2. Teachers will identify grade level priority standards.

3. Teachers will plan and provide explicit, systematic, and cumulative Tier I ELA instruction.

4. At-Risk students will be identified using common formative assessments.

5. Tutors will work under the direction of the classroom teacher to provide support to identified students/on-level students. Teachers would then work with at-risk students.

6. Teachers will participate in regular PLC meetings to discuss and plan Tier I and Tier II interventions and enrichment for differentiated instruction.

7. With support from the Literacy Coach, teachers will review progress monitoring data for identified students receiving targeted interventions.

8. Teachers will participate in grade level data meetings with Administration and the Literacy Coach to inform Tier One instruction.

9. Utilizing the coaching cycle, the Literacy Coach will support and instruct teachers. (LAND TRUST FUNDS)

10. Teachers will utilize tutors to support Tier I and Tier II instruction using research based, targeted interventions. Supplies to support small groups will be paid for with LAND Trust funds.

11. Lexia adaptive software will be used to supplement Tier I instruction.

12. The Literacy Coach will have one half of his salary paid to have him be full time at Fremont. (LAND TRUST FUNDS)

This goal can be categorized as... (choose all that apply)	
District Strategic Plan Area(s)	Student Growth & Achievement|
If you selected 'School Identified Area', please describe	
Academic area(s) addressed by the goal	Reading|

Does this action plan include behavioral / character education / leadership efforts?	Yes
Will LANDTrust funds be used to support the implementation of this goal?	Yes Goal LAND Trust Expense Total - $48,000.00

Funding Source	**Expense Category**	**Description**	**Item Cost**
LAND Trust Academic	Salaries & Benefits	#12 .5 Time Literacy Coach	$ 48,000.00

If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.	

Goal Short Title	**Reading (Proficiency)**
Goal Statement	Grade 2-6 students will show a five percent proficiency increase as measured by the Acadience DORF accuracy score based on Beginning-of-Year (BOY) to End-of-Year (EOY) data for SY2024.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	Acadience DORF Accuracy sub-measure SY23-24
Action Plan (please number steps)	1. Teachers and Administrators will implement knowledge and skills learned in Language Essentials of Teachers Reading and Spelling (LETRS) Professional Development for both Tier I and Tier II instruction. 2. Teachers will identify grade level priority standards. 3. Teachers will plan and provide explicit, systematic, and cumulative Tier I ELA instruction. 4. At-Risk students will be identified using common formative assessments.

5. Tutors will work under the direction of the classroom teacher to provide support to identified students/on-level students. Teachers would then work with at-risk students.

6. Teachers will participate in regular PLC meetings to discuss and plan Tier I and Tier II interventions and enrichment for differentiated instruction.

7. With support from the Literacy Coach, teachers will review progress monitoring data for identified students receiving targeted interventions.

8. Teachers will participate in grade level data meetings with Administration and the Literacy Coach to inform Tier I instruction.

9. Utilizing the coaching cycle, the Literacy Coach will support and instruct teachers. (LAND TRUST FUNDS)

10. Teachers will utilize tutors to support Tier I and Tier II instruction using research based, targeted interventions. Supplies to support small groups will be paid for with LAND Trust funds.

11. Lexia adaptive software will be used to supplement Tier I instruction.

12. The Literacy Coach will have one half of his salary paid to have him be full time at Fremont. (LAND TRUST FUNDS)

This goal can be categorized as... (choose all that apply)	
District Strategic Plan Area(s)	Student Growth & Achievement|
If you selected 'School Identified Area', please describe	
Academic area(s) addressed by the goal	Reading|
Does this action plan include behavioral / character education / leadership efforts?	Yes
Will LANDTrust funds be used to support the implementation of this goal?	Yes Goal LAND Trust Expense Total - $10,000.00

Funding Source	Expense Category	Description	Item Cost
LAND Trust Academic	Salaries & Benefits	# 10 TA support with interventions	$ 10,000.00

If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.	

Goal Short Title	**Math**
Goal Statement	Grade K-3 students will show a three percent increase in their mathematical proficiency.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	Acadience Math proficiency composite scores from BOY-EOY SY23-24 and the iReady or district supported adaptive software data.
Action Plan (please number steps)	1. Grade level priority standards will be identified. 2. Teachers will provide explicit, systematic, and cumulative Tier I Math instruction. 3. At-Risk students will be identified using common formative assessments. 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. 5. With support from the Instructional team, teachers will review progress monitoring for identified students receiving targeted intervention. 6. Teachers will participate in grade level data meetings with Administration and the Math Instructional Leader. 7. i-Ready adaptive software or other district supported software will be used to supplement Tier I instruction. (LAND TRUST FUNDS)
This goal can be categorized as... (choose all that apply)	
District Strategic Plan	Student Growth & Achievement|

Area(s)	
If you selected 'School Identified Area', please describe	
Academic area(s) addressed by the goal	Mathematics|
Does this action plan include behavioral / character education / leadership efforts?	
Will LANDTrust funds be used to support the implementation of this goal?	Yes Goal LAND Trust Expense Total - $1,000.00

Funding Source	Expense Category	Description	Item Cost
LAND Trust Academic	Software or Technology Hardware (each item < $5000)	#7 iReady adaptive software	$ 1,000.00

If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.	

Goal Short Title	**Reading SPED**
Goal Statement	SPED students Grade K-6 students will achieve 65% of typical or above growth as measured by Acadience Pathways of Progress based on Beginning-of-Year (BOY) to End-of-Year (EOY) data for SY2024.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	Acadience Pathways of Progress composite data for SY23-24
Action Plan (please number steps)	1. Teachers and Administrators will implement knowledge and skills learned in Language Essentials of Teachers Reading and Spelling (LETRS)

Professional Development for Tier I.

2. Teachers will identify grade level priority standards.

3. Teachers will plan and provide explicit, systematic, and cumulative Tier I ELA instruction.

4. At-Risk students will be identified using common formative assessments.

5. SPED tutors will work under the direction of the SPED teacher to provide targeted support to identified at-risk students.

6. Teachers will participate in regular PLC meetings to discuss and plan Tier I modifications for differentiated instruction.

7. With support from the Literacy Coach, teachers will review progress monitoring data for identified students receiving targeted interventions.

8. Teachers will participate in grade level data meetings with Administration and the Literacy Coach to inform Tier I instruction.

9. Utilizing the coaching cycle, the Literacy Coach will support and instruct teachers.

10. Lexia adaptive software will be used to supplement Tier I instruction.

This goal can be categorized as... (choose all that apply)	
District Strategic Plan Area(s)	Student Growth & Achievement|
If you selected 'School Identified Area', please describe	
Academic area(s) addressed by the goal	Reading|
Does this action plan include behavioral / character education / leadership efforts?	
Will LANDTrust funds be used to support the implementation of this goal?	Goal LAND Trust Expense Total - $0.00

Goal Short Title	**Math SPED**
Goal Statement	Fifty-six percent of SPED Grade K-6 students will show typical or greater progress as measured by personalized program granted through the STEM math grant, or the adaptive program which supports the math adoption curriculum.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	Lexia adaptive software data or adaptive software which supports the math adoption curriculum.
Action Plan (please number steps)	1. Grade level priority standards will be identified. 2. Teachers will provide explicit, systematic, and cumulative Tier I Math instruction. 3. At-Risk students will be identified using common formative assessments. 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. 5. With support from the Instructional team, teachers will review progress monitoring for identified students receiving targeted intervention. 6. Teachers will participate in grade level data meetings with Administration and the Math Instructional Leader. 7. i-Ready adaptive software or other district supported software will be used to supplement Tier I instruction.
This goal can be categorized as... (choose all that apply)	
District Strategic Plan Area(s)	Student Growth & Achievement|
If you selected 'School Identified Area', please	

describe	
Academic area(s) addressed by the goal	Mathematics|
Does this action plan include behavioral / character education / leadership efforts?	
Will LANDTrust funds be used to support the implementation of this goal?	Goal LAND Trust Expense Total - $0.00
If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.	

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math	LAND Trust Academic	Software or Technology Hardware (each item < $5000)	#7 iReady adaptive software	$1,000.00
Reading (Growth)	LAND Trust Academic	Salaries & Benefits	#12 .5 Time Literacy Coach	$48,000.00
Reading (Proficiency)	LAND Trust Academic	Salaries & Benefits	# 10 TA support with interventions	$10,000.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	$ 34,161.82
G - Total projected funding for Next Year	$ 59,772.56

SY23-24	
H - Total planned expenditures for Next Year SY23-24	$ 59,000.00
I - Planned carryover into the Following Year SY25-26	$ 772.56
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 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|School website|School newsletter|
Additional plan for sharing the school LAND Trust plan with the community.	

Additional Items for Title I Schools

1. Comprehensive Needs Assessment See 'Needs Analysis' section above.

Comprehensive Needs Assessment: What data (academic and non-academic) is analyzed to create the Title I Plan

(TSSP)?

1. SIPPS structured intervention program.
2. Lexia adaptive reading software.
3. PAST phonological screeners.
4. LETRS Phonics & Word Reading Survey.
5. LETRS Spelling screeners.
6. Imagine Learning (WIDA Level One).

2a. Which of the following schoolwide reform strategies are in use at the school?

Choose all that apply

Comprehensive Needs Assessment: How will you share a summary of the comprehensive needs assessment (CNA) available to the public?

Website|

2a. Other school reformsto be implemented

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

Goals one, two, and four.

2b. Describe the implementation of schoolwide reform strategies (timelines, required professional development, and anticipated impact on achievement outcomes.)

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

Goals three and five.

3. Instruction by highly qualified teachers. The school will provide this information to Federal Programs by October 1.

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

Professional Learning Communities/Davis Collaborative Teams|

4. Professional Development Plan

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

SIPPS|Spire|MTSS|PBIS|Heggerty
SIPPS|MTSS|Heggerty|PBIS|

5. Recruitment and retention of highly qualified teachers.

Districtwide practices for recruiting and retaining highly qualified teachers include the following:

--Hire early in the year when more candidates are available.
--Offer high quality professional development opportunities.
Provide for smaller classes in title I schools.
--Offer additional technology in title I schools.

Additional schoolwide practices for recruiting and retaining highly qualified teachers include the following:

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:

Providing subs for teachers to participate in deep data dives to help guide instruction.

6. Parent Involvement

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:

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.
--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.
--Parents are invited to attend a planning meeting in spring to review the Title 1 Parent Compact and Community Engagement Plans which are distributed every fall.
--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 school-wide practices for parental involvement include the following:

7. Transition from early childhood programs to elementary, and from elementary to junior high school.

Districtwide practices for transition include the following:

--Information about kindergarten round-up is posted on the school marquee, sent to local preschools, and shared with religious and community leaders.
--Letters are sent to the homes of preschool children.

--Elementary schools communicate annually with junior high schools to facilitate 6th-7th grade transitions.
--School staff coordinates with Head Start, Title I Preschool and other preschool programs within school boundaries.
--Principal visits Head Start and Title I Preschools during the year to meet the students.
--Parents and preschoolers are invited to a kindergarten round-up.
--Parents and preschoolers are provided materials to prepare for kindergarten.
--Junior high school counselors meet with students to plan schedules and facilitate 6th-7th grade transitions.

Additional schoolwide practices for transition include the following:

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

New Student Registration|School Websistes|Back to School|

8. Decisions regarding the use of assessments

Districtwide 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:

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

We have shown an increase in progress and proficiency for students who have received additional instruction though these small groups.

9. Students who experience difficulty mastering achievement standards

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:

Budget & Student Outcomes: Highly qualified paraprofessionals in the school

How the school hires Highly Qualified paraprofessionals will be provided to DSD Federal Programs by October 1 including Evidence of how the Title I plan and designation of funds impact student learning and achievement.

All paraprofessionals who work instructing students are considered highly qualified. This is due to the number of credits they have from a recognized university or have passed a paraprofessional test. These staff members work directly under the direction of classroom teachers in providing small group instruction. These groups support the Tier One instruction provided by the teacher.

10. Coordination of Budgets

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

Schools will provide evidence and examples of highly qualified paraprofessionals to DSD Federal Programs by October 1, including for examples#58; Associate degree, 48 hrs., of passing tests

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/21/2023
Number who approved	5
Number who did not approve	0
Number who were absent or abstained	2