



# Teacher Student Success Plan LAND Trust Goals only

**Lincoln Elementary - SY 2024**

Principal Regina Oechsle

## PURPOSE

### District Vision

Davis School District provides an environment where growth and learning flourish.

### District Mission

Educators, parents, and community members work together to create a successful educational experience for each student.

### School Purpose

The purpose of Lincoln Elementary is to promote Learning First. This is accomplished by sustaining a positive school culture and by ensuring students are safe and cared for, respected, respectful, and responsible. Lincoln Elementary believes that social and emotional learning (SEL) is a foundation for positive learning and enhances one's ability to succeed in school. Lincoln Elementary helps students, and their family, at every level we can to ensure they are able to be ready to learn when they come to school. At Lincoln we also have Pre-school and Head Start classes for our youngest community members and we provide quality education to our kindergarten through sixth grade students. Our students see that learning is a life-long activity as they see their family and community members come to Lincoln to advance their own learning and educational opportunities.

## Description of the School

### Community

Lincoln Elementary is located at 591 W. Antelope Drive, adjacent to prime commercial area in Layton City. This is a suburban setting, with proximity to many businesses, Hill Air Force Base, and the I-15 freeway. We have fifteen apartment complexes (additional under construction), six multi-family units, three mobile home parks, and single-family homes with home values ranging from \$200,000 to over a million, in our boundaries. This variety, along with an ever-present homeless population, gives Lincoln a diverse and challenging mix of students from different backgrounds.

### Student Body

Lincoln Elementary has approximately 700 students in Pre-K through sixth grade. Our highest ethnic student populations are Caucasian at about 55%, and Hispanic/Latino at about 33%. We also have students who are Asian (two percent), African American (three percent), Pacific Islander (three percent), American Indian (less than one percent) and students with multiple races (four percent). Our students have some risk factors including Economic Disadvantage (55%), Limited English Proficiency (15%), and Special Education services (18%), including some students with severe disabilities. Lincoln's mobility rate is 32%. Lincoln also has students coming to us with a large variety of backgrounds; including 11 different languages spoken at home.

## Staff

Due to the number of services we provide to students and community, Lincoln has many staff members. We have 37 certified staff members (teachers/administrators) who work in concert with 56 classified support staff to provide services in a variety of areas to meet the needs of our students. Our certified staff members are all highly qualified and many have graduate Degrees. Our certified staff have been trained in SEL strategies so we can meet the variety of needs that our students have each day. The Lincoln classified staff who work with students are also highly qualified; having either Associates Degrees or having successfully shown proficiency in Math and Language Arts through rigorous assessments given through the Title one department at the district level and through the school.

## School Culture

Lincoln Elementary is a community-oriented school. We are the link between our families and accessing the educational system.

The Lincoln culture is one of support and respect. We support our students, their parents, and siblings, in a variety of ways so that we can have happy kids that are ready to learn. Our staff all have a sense of community within the school - we all feel that all of our kids are all of our kids.

We are increasing our use of restorative practices and are implementing Move This World this year for SEL. Our school-wide expectations are Be Safe, Be Responsible, Be Respectful and Be Kind. These are explicitly taught, and retaught to students in our positive, safe environment.

## Unique Features & Challenges

Lincoln Elementary is always working to meet the needs of our population. We encourage our classroom teaching staff to become endorsed with an English Language Learner (ELL) endorsement. We feel this helps meet the needs of our ELL population. We have our Jr. Hope Squad students who help our frequently-arriving new students become acclimated to the Lincoln school culture. This is particularly important given our 32% mobility rate. Our school breakfast, summer lunch, Bountiful snack-packs, and Lincoln food pantry provide vital support to families with food needs. We are grateful for strong support from our community and neighboring communities that help us keep our pantry stocked. In addition to food we also receive donations of coats, hats, gloves, shoes, backpacks, socks, and underwear, all made available to students in need. Our Before and After School program provides a safe environment where students can be supervised, complete homework with support, have opportunities for enrichment activities, and have continued interaction with peers. This is so important because many of our students are unsupervised at home due to parents' work schedules. Many of our parents find it necessary to work two or more jobs to provide for their families. This is an essential program for the safety and success of many of our kids.

## Additional Information

**Immersion** This is the ninth year of our two-way Spanish Immersion at Lincoln Elementary. We have classes in grades

1-6.

**Title one Tutors** Title one tutors are an essential component to the learning and growth of our students at Lincoln Elementary. They receive continuous and extensive training in being able to track students’ growth through a variety of tests and in instructional practices. Students spend time daily with tutors learning math and reading skills and are an effective tool in Tier two instruction.

**Full Day Kindergarten** Lincoln Elementary has four full-day Kindergarten classes. This allows our students to be better prepared for first grade.

## Needs Analysis

### Notable Achievements

Each year Lincoln has students participate in district level competitions. This year we had a sixth-grade student place first in the Martin Luther King speech contest. We had a student compete at the district and regional science fair where she placed third and won a science award. We also had three of our spellers compete at the north-end district spelling bee and one advance to the district finals.

### Areas of Recent Improvement

At Lincoln Elementary, we have been working strategically to address our student reading and phonics proficiency. All of our certified teachers have been working through the LETRS trainings. This training has provided background, and explicit instruction techniques for reading foundational skills that teacher can instantly implement in their classrooms. We have implemented SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) to support our Tier two instruction for our struggling students.

### Areas of Needed Improvement

Chronic absenteeism continues to be an ongoing issue. Positive behavior supports will be implemented to address this issue.

Lincoln has been identified as a TSI (Targeted Support and Improvement) school for our SPED (Special Education) students. To address their needs we will be implementing SIPPS in our SPED classes for the 2023-2024 school year.

## Prior Year Status Report

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

	Progress	Comments (required
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Goal description	toward goal	if 'Did not meet goal')
Using BOY Acadience data, teachers will reduce the number of students identified as At-Risk by 50% at the MOY benchmark test. Additionally, teachers will reduce the number of At-Risk students by 50% again between MOY and EOY.	Did not meet goal	We did decrease the number of at-risk students by six percent. We implemented SIPPS right after MOY assessment data was reviewed to help students in Tier two.
All students will show a 15% increase in Numbers and Operations grades 1-6. Students will demonstrate use of SEL Strategies Integrated with Math Practice Standards such as: to work in a team, to make decisions and solve problems, to plan, organize and prioritize work, to communicate positively with peers and adults.	Did not meet goal	We were not able to look at data in grades K-2 because CRTs are no longer being used as assessment tools.  In grades 3-6 we had an eight percent increase.  iReady software was implemented to personalize learning for students.
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 goals. Based on research, we expect student centered SEL goals to support learners and learner proficiency as outlined n goals 1 and 2.	Met goal	Teachers used daily community circles to promote SEL in their classrooms. Teachers and our counselor taught students SEL lessons.

# Current Year Progress Report

## Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Sixty-seven percent of students K-3 will show typical (or higher) growth on Acadience Pathways to Progress on end of year Acadience assessment.	Not progressing according to plan	At MOY 44% of our K-3 students were making typical or above growth.
Fifty-five percent of 1-6 grade students will achieve typical	Progressing	At MOY the projected number of

# LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 10,439.70
B - Allocated new funds for Current Year SY22-23	\$ 91,563.33
C - Total Budget for Current Year SY22-23	\$ 102,003.03
D - Projected spending during Current Year SY22-23	\$ 90,000.00
E - Expected carryover from Current Year SY22-23	\$ 12,003.03
F - Projected new funding for Next Year SY23-24	\$ 92,250.73
G - Total projected funding for Next Year SY23-24	\$ 104,253.76

# Goals and Planned Actions / Resources

Goal Short Title	Language Arts
Goal Statement	Sixty percent of students in grades K-6 will show typical or higher growth on Acadience Pathways to Progress on end of year Acadience assessment.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	Acadience Reading Assessment
Action Plan (please number steps)	<div>1. Teachers will complete at least two coaching cycles with the literacy coach with a focus on using research-based practices in Tier one instruction</div> <div>2. Reading tutors will support Tier two instruction with SIPPS. (LAND TRUST FUNDS)</div> <div>3. Teachers will use district approved curriculum for Tier one instruction in all classrooms.</div> <div>4. ESL endorsement stipend for teachers</div>

<i>This goal can be categorized as... (choose all that apply)</i>	#CollegeCareerReady								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement								
<i>If you selected 'School Identified Area', please describe</i>									
<i>Academic area(s) addressed by the goal</i>	Reading								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>									
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Yes  Goal LAND Trust Expense Total - \$90,000.00  <table> <tr> <th>Funding Source</th> <th>Expense Category</th> <th>Description</th> <th>Item Cost</th> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries &amp; Benefits</td> <td>#2 SIPPS tutors</td> <td>\$ 90,000.00</td> </tr> </table>	Funding Source	Expense Category	Description	Item Cost	LAND Trust Academic	Salaries & Benefits	#2 SIPPS tutors	\$ 90,000.00
Funding Source	Expense Category	Description	Item Cost						
LAND Trust Academic	Salaries & Benefits	#2 SIPPS tutors	\$ 90,000.00						
<i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i>									

<i>Goal Short Title</i>	<b>Mathematics</b>
<i>Goal Statement</i>	Each term, Seventy percent of students in grades K-6 will demonstrate proficiency at 80% or higher on a grade-level common assessment of a priority standard in mathematics.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Grade-level common assessment

Action Plan (please number steps)	<ol style="list-style-type: none"> <li>1. Each term teachers will write a SMART goal that includes the focused priority standard, determine essential student outcomes, and create a common assessment.</li> <li>2. Teachers will meet bi-monthly to review data.</li> <li>3. Teachers will create a plan of remediation for students who don't meet proficiency.</li> <li>4. Teachers will use classroom technology to enhance instruction. (LAND TRUST FUNDS)</li> <li>5. Create a team of teacher-leaders to form a guiding coalition to implement PLCs school-wide.</li> <li>6. A math coach will support Tier one instruction and attend PLC grade level meetings to discuss data.</li> </ol>										
This goal can be categorized as... (choose all that apply)	#CollegeCareerReady #TeacherLeaders										
District Strategic Plan Area(s)	Student Growth & Achievement Empowered Employees										
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 - \$8,100.00										
	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Expense Category</th> <th>Description</th> <th>Item Cost</th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Software or Technology Hardware (each item &lt; \$5000)</td> <td>#4 Technology not funded by Refresh</td> <td>\$ 8,100.00</td> </tr> </tbody> </table>	Funding Source	Expense Category	Description	Item Cost	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#4 Technology not funded by Refresh	\$ 8,100.00		
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If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.											

Goal Short Title	SPED TSI
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Goal Statement	K-6 Special Education Students will have an average increase of 25% in their Student Growth Percentile in literacy by comparing EOY Acadience Pathways of Progress data														
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?															
Measures	EOY Acadience Pathways of Progress data														
Action Plan (please number steps)	<ol style="list-style-type: none"><li>1. Teachers will use Heggerty or Bridge the Gap materials during Tier one and Tier two instruction in all K-6 classrooms during Language Arts instruction. (LAND TRUST FUNDS)</li><li>2. SPED teachers will receive professional development on SIPPS.</li><li>3. SPED teachers will use SIPPS as an intervention.</li><li>4. After completing five SIPPS lessons, student's progress will be measured, and next intervention steps determined.</li></ol>														
This goal can be categorized as... (choose all that apply)	#TSISubGroups														
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 - \$1,476.00 <table><thead><tr><th>Funding Source</th><th>Expense Category</th><th>Description</th><th>Item Cost</th></tr></thead><tbody><tr><td>LAND Trust Academic</td><td>Textbooks</td><td>#1 Heggerty materials</td><td>\$ 636.00</td></tr><tr><td>LAND Trust Academic</td><td>Textbooks</td><td>#1 Bridging the Gap materials</td><td>\$ 840.00</td></tr></tbody></table>			Funding Source	Expense Category	Description	Item Cost	LAND Trust Academic	Textbooks	#1 Heggerty materials	\$ 636.00	LAND Trust Academic	Textbooks	#1 Bridging the Gap materials	\$ 840.00
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*If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.*

## Additional LAND Trust Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Language Arts	LAND Trust Academic	Salaries & Benefits	#2 SIPPS tutors	\$90,000.00
Mathematics	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#4 Technology not funded by Refresh	\$8,100.00
SPED TSI	LAND Trust Academic	Textbooks	#1 Heggerty materials	\$636.00
SPED TSI	LAND Trust Academic	Textbooks	#1 Bridging the Gap materials	\$840.00

### Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 92,250.73	
G - Total projected funding for Next Year SY23-24	\$ 104,253.76	
H - Total planned expenditures for Next Year SY23-24	\$ 99,576.00	
I - Planned carryover into the Following Year SY25-26	\$ 4,677.76	
J - Is planned carryover more than 10% of projected new funds?	No	
Plan for carryover in excess of 10%	<ul style="list-style-type: none"> <li>At this time we have no expectations to have more than a 10% carryover.</li> <li>However, if we do have any carryover, we will use the money to fund extra technology needs or to increase teacher aide time in the classrooms which will</li> </ul>	

help increase our reading and math growth and proficiency.

Plan for sharing the school LANDTrust plan with the community

Labels to identify LAND Trust purchases|School website|

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)?

*District-wide assessment practices include the following:*

*--Acadience Reading and Math*

*--PASS Assessment*

*--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 to identify or develop assessments to evaluate effective instruction and identify low performing students.*

*Additional schoolwide practices for assessment include the following:*

Acadience Reading and Math

McGraw-Hill assessments

--Grade level assessments

State assessments

RISE

WIDA

-District assessments

----Kindergarten Readiness Inventory

----Kindergarten Inventory of Skills

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 to identify or develop assessments to evaluate effective instruction and identify low performing students.

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?

Meeting|

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 and three

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?

Goal 2

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|Collaborative Coaching|

4. Professional Development Plan

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

*SIPPS|Spire|MTSS|PBIS|Heggerty*  
SIPPS, Heggerty, PBIS, MTSS

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:*

- 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 the instructional coach to identify students who are struggling.
- Low performing students receive additional Tier two instruction from their teacher.
- Low performing students work with tutors in addition to the instruction they receive from their teacher.
- 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.

## 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 I 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:*

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.
- Programs and activities are scheduled throughout the year to involve parents and guardians.

## 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?

Back to School|School Websistes|Federal Programs Website|

## 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?

School data.

## 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 tutors hired are highly qualified. They have to take and pass a competency test.



## 10. Coordination of Budgets

*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)?

*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*

*All of our paraprofessionals are highly qualified.*

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/20/2023
Number who approved	11
Number who did not approve	0
Number who were absent or abstained	0