



Teacher Student Success Plan LAND Trust Goals only

Wasatch Elementary - SY 2024

Principal Chad Sanders

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 Wasatch Elementary is to promote the mission of learning first for all. To accomplish our purpose, we create a school culture of continuous improvement in learning and teaching by ensuring that all students will feel safe, loved, and supported while they learn to solve real life problems and develop the power to be Kind, Respectful, and Responsible and Safe.

Description of the School

Community

Wasatch Elementary School located at 210 E. Center St., Clearfield, Utah 84015. The community is composed of single and multiple family dwellings, two trailer courts, and a large apartment complex. Recently we have had the addition of a high-rise apartment building directly West of Wasatch Elementary. In addition Clearfield City purchased land where one of the two trailer courts in our boundaries is located. Two more high rise apartment complexes have been build recently. With this change, we expect to see a growth and change in our student population.

Student Body

Wasatch Elementary is a K-6 Elementary School with 403 students. 41 percent of our students are identified as being an ethnic minority. 51 percent of our students are from an economically challenged home. 19 percent of our students have limited English proficiency (MLL). 15 percent of our students qualify for special education services.

Staff

Wasatch Elementary has 78.5 highly qualified faculty and staff. 21.5 Certified Teachers including 1 Special Education Teacher and 1 Learning Center Teacher. Our classified staff includes 3 Learning Center Assistants, 5 Office Staff, 1 Special Education Assistant, and five K-6 Tutors. We also have 3 Optional Extended day Kindergarten (OEK) Kindergarten Tutors, 2 English Language Learners (ELL) Tutors, 4 Head Start and Early Head Start Teachers, 1 Counselor, 1 Psychologist, 1 Technology Specialist, 1 Speech Language Pathologist, 1 English Language Arts (ELA) Coordinator, 1 Math Coach, 1 Librarian, 1 STEAM/SEM Teacher, 1 Art/Music Teacher, 1 STEM Lab / Computer Teacher, 1 Physical Education Teacher, 1 After School Director, 2 After School Assistants, 1 Therapist, 1 Family Service Worker (Social Worker), 1 Educational Integration therapist, 1 Community Center Director, and 8 staff members.

School Culture

Wasatch Elementary has a culture of academic, social, emotional, and physical excellence. Students at Wasatch Elementary have high academic and social needs. These needs are met by the dedicated faculty and staff. Wasatch Elementary has a master schedule to ensure that every moment of the instructional day is optimized. There is an unwavering focus on student learning with high expectations and high student engagement in every classroom. Our educators focus on results, using summative and formative data, along with reflective dialogue. Teachers work to develop common assessment to assess student progress and allow for flexible grouping across grade levels. We are committed to technology being purposefully used within each classroom. We, among other schools, are leaders in the Davis School District for personalized learning. This is the combination of an excellent teacher and technology that is used to enhance and provide deeper level content acquisition for students. Technology integration is such that each student is provided with a one-to-one device. We are continuing to assess technological needs and address them to ensure that students have the tools needed to be successful. We pride ourselves on having well-functioning Professional Learning Communities that are focused on student success through common assessments, planning, and data driven instruction. Wasatch Elementary students can attend before/after school programs and clubs which support student learning. These programs allow students to work on their homework under the direction of two certified teachers. They also get involved in many civic activities that allow our students to serve others in our community. Additionally, our clubs provide our students with extra-curricular activities that they would not have otherwise had access to. Our student-to-student club helps all students who are new to Wasatch feel welcomed and are included in. We have a very dedicated Parent Teacher Association (PTA) and Community Council. They support Wasatch Elementary students and teachers through a jog-a-thon, Red Ribbon – White Ribbon - & Green Ribbon Week. They also provide our students with more opportunities for field trips and families activities. Wasatch Elementary is a Title 1 school which allows us to reduce class sizes and provide additional academic support for our students. The above-mentioned resources help us to best serve all students, ensuring they are academically, socially, and civically. This is especially the case when considering that our school has a higher ratio of lower income student households (free and reduced lunch rates) than other schools in our county. Research indicates that this could potentially influence disproportionately more of our students to being susceptible to negative societal influences as the result of the additional day-to-day demands placed on their parents. This could make our students less likely to experience enriching activities at home and increases the need for us as a school to intervene in a meaningful way. Wasatch Elementary School has a culturally diverse student population. When outstanding instruction is complemented by a culturally rich and diverse student population and community, the positive experiences that students can have is second to no other school. Our strength as a school is most certainly found in the diversity of our students.

Unique Features & Challenges

Attendance continues to be an issue since the pandemic. We have been working very closely with teachers and parents to be clear about balancing the need to come to school and parent choice. Our teachers and worked closely with parents and admin to manage this balance and get maximum participation from students. Wasatch has been very flexible in meeting this challenge and has met students where they are to help them grow. Wasatch is seeing a learning delay in students due to the pandemic that we are continuing to diagnose and intervene constantly. Students have been staying after school with their teacher from 3:30-4:00 in a targeted intervention group.

Additional Information

no response provided

Needs Analysis

Notable Achievements

Wasatch has seen tremendous growth in our ELL students. Wasatch students have grown from 42% of students making adequate progress on the World-class Instructional Design and Assessment (WIDA) ACCESS Assessment to 43.9% in 2022. This growth is directly related to the efforts of our ELL tutors and support from teachers.

Areas of Recent Improvement

Wasatch was on a plan to have all teachers reach the completion of UNIT 8 in LETRS training. The state has taken this over for our K-3 grade levels and now our plan has been delayed slightly for some grade levels. All grade levels 4-6 are now taking the LETRS training. Wasatch is in our fourth year of implementing SEL practices with adults and students. We have been using the Sandford Harmony Curriculum to teach students about SEL practices. Teachers have been implementing morning meetings and incorporated a calm space in the classroom.

Areas of Needed Improvement

Wasatch's Pathways to Progress report in Acadience testing (DIBELS) showed below lower than average growth in first grade. New routines and tutor help has been offered in first grade and help from the district Professional Learning Team. Wasatch has purchased the SIPPS Tier 3 intervention program. We have one teacher who has been trained in the implementation of this program as well as 5 tutors. We have seen significant growth in those students who have received this intervention from the beginning of its implimentation. We continue to adjust our practice and provide support to both grade levels to improve reading scores.

Prior Year Status Report

Report progress on PRIOR YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
Improve K-6 reading literacy in all students by giving them small group intervention.	Met goal	We have 5 paraprofessionals that are working with all grade levels to provide students with targeted, small group, instruction. Teachers are also pulling students in small groups throughout other times of the day to work with students at their level.
All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision	Did not meet goal	Not 100% of students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers,

makers, and academic achievers. Educators, students, families, and community members work together to support the healthy development of all students

Teachers are the most important factor in student success. Informed teachers can explain language to students, including sounds, spellings, and word meanings that might be confusing. They use lessons based on reading science and understand the process of learning to read and write. Research proves it. Science matters.

Teachers need professional development that provides deeper knowledge, skills, and practice to successfully address reading difficulties. Over the next two years Wasatch will have the 85% of teachers trained in LETRS. Our goal is to have teachers complete Unit 5 by the end of the 2021-2022 school year.

100% of students will have a personalized learning pathway for their learning. Additionally, each teacher will set personalized learning goals with all students

To increase student collaboration Wasatch will continue to upgrade teacher technology by purchasing Cleartouch Screens. These screens increase collaboration by allowing 30 points of contact at one time. Students will be able to show their thinking to other students as they work as a class or in small groups.

To reinforce a positive school culture, and create school pride, Wasatch will purchase each student a Wasatch school pride t-shirt. Students and staff will wear their school pride shirt every Friday. Students will receive their t-shirt when their parent attends back to school night. This activity increases parent involvement in the school.

and academic achievers. As a school, we seek to bring together educators, students, families, and community members to work together to support the healthy development of all students. We will continue to strive toward this goal by incorporating circles into our daily schedules.

By the end of the 21-22 school year, we did not have all teachers complete with at least unit 5. Currently, we have only a few teachers in earlier lessons, but they are working through as quickly as reasonably possible.

We did not meet this goal 100%. We have several teachers that are taking their students on this individualized pathway of learning. We also have many other teachers and students focusing hard on highly engaging and enriching instruction that can lead to individualized learning in the future.

Many teachers received clear touch TV displays or regular TV displays. These TV displays are mobile. Teachers can move them around the classroom which makes for a more flexible classroom experience.

All students and teachers were given a school T-shirt with our new logo this school year. We encourage all to wear the shirt with pride each Friday.

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Improve K-6 reading literacy by having all students achieve 75% growth compared to like peers by giving them small group intervention.	Progressing according to plan	We have 5 tutors in employment at Wasatch Elementary. They have been explicitly trained in SIPPS to meet the literacy needs of our students. These tutors teach small groups of students Mondays, Tuesdays, Wednesdays, and Thursdays. The groups are based on literacy data. These students are making progress toward literacy goals.
All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers. Educators, students, families, and community members work together to support the healthy development of all students	Not progressing according to plan	This year, explicit instruction of SEL has decreased. Community circles have also decreased. Next year, we plan to include community circles into our master schedule to help ensure this takes place in our school. We will also support SEL instruction with in-house professional development.
One hundred percent of students will have a personalized learning pathway for their learning. Additionally, each teacher will set personalized learning goals with all students	Progressing according to plan	We have purchased several different software, in addition to what was given from the STEM action center and Early Literacy grant, so all students have access to instructional software.
Research shows that classrooms that have under 30 students show better academic gains than classrooms that are over 30 students. This money will be spent on decreasing the adult to student ratio in a targeted grade level.	Progressing according to plan	We were able to add a half FTE to the allocated district FTE to help reduce class sizes, particularly in our younger grades where ELA instruction is essential.
To reinforce a positive school culture, and create school pride, Wasatch will purchase each student a Wasatch school pride t-shirt. Students and staff will wear their school pride shirt every Friday. Students will receive their t-shirt when their parent attends back to school night. This activity increases parent involvement in the school.	Progressing according to plan	We have purchased school shirts for every student and staff member. We also hand these out to every new student and/or staff. We encourage wearing these on Friday's, and other school events to build climate and culture at our school and also a feeling of inclusion.
Improve parent communication and student attendance.	Progressing according to plan	We are partially progressing toward this goal. We give weekly class attendance recognition. We periodically have a Spanish translator. Our FSW assists in contacting those who are chronically absent. She uses incentives and communicates with parents.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 10,289.83
B - Allocated new funds for Current Year SY22-23	\$ 52,564.13
C - Total Budget for Current Year SY22-23	\$ 62,853.96
D - Projected spending during Current Year SY22-23	\$ 15,000.00
E - Expected carryover from Current Year SY22-23	\$ 47,853.96
F - Projected new funding for Next Year SY23-24	\$ 56,429.23
G - Total projected funding for Next Year SY23-24	\$ 104,283.19

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Reading
<i>Goal Statement</i>	Seventy-five percent of all students will show “typical” (or higher) progress on Acadience (DIBELS) Pathways to Progress by the middle of year (MOY) benchmark.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	MOY and BOY Acadience Reading Pathways to Progress scores. End goal will be determined by growth in Acadience Reading Pathways based on progress for students from BOY to MOY Benchmarks.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. During the first few weeks of school we will meet with all teams, assess current student data, intervention, and needs. Based on assessments, personalized learning paths will be created for all students. 2. Students below level will be placed in a SIPPS, reading intervention, group to receive above and beyond reading instruction from reading tutors. Additional reading materials, teaching manuals, and consumables will need to be purchased to continue to support the SIPPS intervention program that was initially purchased last year. Tutors will be hired and trained in the SIPPS program and teach students in small intervention groups multiple days a week. (ALND TRUST FUNDS) 3. Focus on relevance, clarity, purpose, controlling ideas, and success criteria. 4. Ongoing communication with teachers, administration, ELA coach, students and

5. Monitor school wide Acadience Reading data using beginning of the year benchmark and continued progress monitoring throughout the year.
6. Continued professional development of fluency and comprehension techniques that will help students with their overall reading ability. In addition to our weekly PLCs, we will hold three data meetings throughout the school year. These will be held in terms one, two, and three.
7. Provide additional opportunities for ELL students to become proficient readers.
8. Add an extra FTE to lower class sizes to help teachers focus on priority standards.
(LAND TRUST FUNDS)
9. Implement a Teacher Leader Coalition to support staff to achieve school goals.
10. Purchase progress monitoring software to support our students and teachers in K/1 grade.
11. Have data meetings after each Acadience Benchmark (subs required) and a day, after each benchmark, for teachers to meet with tutors.

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

District Strategic Plan
Area(s)

If you selected 'School Identified Area', please describe

*Academic area(s)
addressed by the goal*

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

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

Culture|

Reading|

Yes

Goal LAND Trust Expense Total - \$103,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#2 Five reading intervention paraprofessionals.	\$ 60,000.00
LAND	General	#2 Misc supplies or books to	\$ 3,000.00

Trust Academic	Supplies, Other	supplement intervention program.	
LAND Trust Academic	Salaries & Benefits	#8 .5 FTE for classroom size reduction	\$ 40,000.00

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

Goal Short Title	Improve parent communication and attendance
Goal Statement	Wasatch Elementary will improve parent communication and student attendance by parent survey results and by a decrease in the chronic absentee report for the school year.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	Measures for this goal will based on parent survey results and by a decrease in the chronic absentee report for the school year.
Action Plan (please number steps)	<p>To improve parent communication and student attendance Wasatch will hire a Spanish translator/Attendance Coordinator. All translation services needed will be conducted by our new Spanish translator. This position will also focus on student attendance. Attendance awards will be given weekly to all grade levels. Student attendance will be tracked, and individual plans will be put into place for students who are struggling to attend school.</p> <p>Step 1- Weekly attendance reports will be ran by the attendance coordinator.</p> <p>Step 2- Contact teacher for those students needing attendance letter #1 at six absences, #2 at 12 absences and #3 at 18 absences.</p> <p>Step 3- Each week, class winners for each grade that have the highest percentage of attendance in each grade level will be read and trophy given to the class.</p> <p>Step 4- When translation services are needed this position will provide those services.</p>
This goal can be categorized as... (choose all that apply)	

District Strategic Plan Area(s)	
If you selected 'School Identified Area', please describe	
Academic area(s) addressed by the goal	Reading Writing Mathematics
Does this action plan include behavioral / character education / leadership efforts?	
Will LANDTrust funds be used to support the implementation of this goal?	No
	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
Reading	LAND Trust Academic	Salaries & Benefits	#2 Five reading intervention paraprofessionals.	\$60,000.00
Reading	LAND Trust Academic	General Supplies, Other	#2 Misc supplies or books to supplement intervention program.	\$3,000.00
Reading	LAND Trust Academic	Salaries & Benefits	#8 .5 FTE for classroom size reduction	\$40,000.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 56,429.23
G - Total projected funding for Next Year SY23-24	\$ 104,283.19
H - Total planned expenditures for Next Year SY23-24	\$ 103,000.00

I - Planned carryover into the Following Year SY25-26	\$ 1,283.19
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any additional funds will be used to enhance existing goals.
Plan for sharing the school LANDTrust plan with the community	School newsletter 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:

Increase our effectiveness of grade level data meetings. During these collaborative meeting teachers use common formative assessments to guide their instruction.

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|Newsletter|

2a. Other school reformsto be implemented

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

All our goals support student improvement in Language Arts.

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 two and three support student improvement in Mathematics.

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

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:

Every item that is listed in our plan is very carefully thought through in how we can ensure students in our school are successful. Some of these are as follows, but are not limited too:

Small group and individual intervention for students in a Tier I, Tier II, and Tier III environment.

Providing students with devices to use at home to access all curricular areas High quality instruction in the classroom, developed through PLC's and professional development.

After school program with tutoring in place Provide additional opportunities for ELL students to become proficient readers.

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 meeting agenda shared prior to meeting, Community Council meeting notes shared on school website, Stakeholders invited to attend Community Council meetings, Community Council Chair invites stakeholders to participate in Community Council and are encouraged to share input.

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?

ILP Conferences|Back to School|Federal programs video|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?

-Acadience ELA and Math beginning, middle, and end of year scores shows evidence of improved student learning and achievement.

-RISE benchmarks and end of year testing for third through sixth grade.

-A decrease in office referrals is evidence that our Social Emotional Practices are working. Students who are in class will have improved learning and achievement.

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.

The Davis School District ensures that all employees working in our schools are highly qualified along with us as a school. Before hiring, all employees are required to take a highly qualified test, unless they have 48 or more college hours of a Bachelors or greater degree. They are then required to pass this test before beginning their employment.

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

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/14/2023
Number who approved	7
Number who did not approve	0
Number who were absent or abstained	1