



Teacher Student Success Plan LAND Trust Goals only

Whitesides Elementary - SY 2024

Principal Heather Schulz

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 Whitesides Elementary is to promote the mission of Learning First for all. We embody this purpose by focusing on providing all students with the resources and support they need to succeed academically, regardless of their background and abilities. This is accomplished by (1) a rigorous curriculum that challenges students at all levels; (2) high-quality instruction that is research-based and meets the needs of all learners; (3) student-centered learning where students are actively engaged in their own learning and take ownership of their academic success; (4) high expectations that foster a growth mindset where mistakes are viewed as opportunities for growth and learning; and (5) a data-driven focus that helps improve and tailor instruction for the greatest academic gains.

Description of the School

Community

Whitesides Elementary is located at 233 North Colonial in Layton, Utah. It is located within an aging residential community with a military base (Hill Air Force Base) located approximately four miles away. The school opened in the 1953-54 school year. Over the course of the school's history, the physical building has been remodeled several times to meet the needs of the community. Our population is very diverse both economically and culturally.

Student Body

As of March 2023, Whitesides Elementary serves 422 students, Head Start and Pre-K through 6th grade.

The student body consists of:

Caucasian 74.6%

Hispanic 17.8%

Multiple Races 4.5%

Pacific Islander 1.7%

African American/Black 0.9%

Asian 0.5%

Staff

Whitesides Elementary staff includes 15 regular education teachers, two special education teachers, one part-time speech-language pathologist, one part-time psychologist, one full-time counselor, one part-time family advocate, one preschool teacher, one after-school program director with four staff members, one school technology specialist, one DEEP (Davis Enhanced Education Program) specialist, and two administrators. We have a number of paraprofessionals who work under the direction of educators to provide support in both the regular and special education environments. Our support staff includes, office, health/medical, and nutrition staff. All staff members working with children are highly qualified.

School Culture

Whitesides Elementary is proud of our school culture of continuous improvement in learning and teaching. Our teachers are developing strong professional learning communities (PLC's) to promote collaboration. This is supported by common prep times for PLC meetings. We also have a master schedule to make sure 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 assessments to assess student progress and allow for flexible grouping across grade levels. Whitesides school wide behavior program focuses on noticing and encouraging positive behaviors throughout the school. Students are taught specific life skills in monthly house meetings. Students are expected to display responsible, respectful, safe, and kind behaviors. These behaviors are reinforced with positive notes and opportunities for tangible rewards.

Unique Features & Challenges

The Whitesides Elementary school community is comprised of families from a variety of socioeconomic levels. Due to the number of students coming from economically disadvantaged homes, Whitesides is designated as a Federal Title one school and receives Title one funding. Families are faced with a variety of challenges that typically accompany dynamics of a low-income community, including high levels of trauma. One challenge we are facing is chronic

absenteeism which can lead to significant gaps in learning. This makes it challenging for teachers to effectively deliver instruction, accurately assess student progress, and provide appropriate support. As a Title one school, Whitesides Elementary benefits from additional resources that provide for students' needs as well as enrich the learning environment. Our school hosts two preschool programs - Head Start and Title one, a before and after-school program, and full-day kindergarten. We have a full-time counselor and part-time family advocate to better support the needs of our students and their families.

Additional Information

Our before-school and after-school program serves many students. This full-service program provides 30 minutes of homework help daily, as well as great field trips and an end-of-year extravaganza which is a performance program for families. During the 2017-18 school year, Whitesides implemented a house system, whereby the entire school is divided into four houses. We have monthly house activities that promote our school rules and encourage good citizenship among students.

Whitesides Elementary students have opportunities to build community, explore their interests, and shine in both the humanities and STEM areas. Our 5th and 6th grade students have the opportunity to participate in a Shakespeare play each year, directed by our school counselor. Our 5th grade students participate in a STEM partnership with Hill AFB entitled "STARBASE" in which students travel to Hill Air Force Base and participate in the study of math, science, and engineering concepts combined with hands on projects and learning activities. Whitesides Elementary continues to provide enrichment activities before, during, and after school, including MESA club, Reflections, Spelling Bee, and the Martin Luther King Jr. Speech Contest.

Needs Analysis

Notable Achievements

All teachers and paraprofessionals are Highly Qualified.

Educators participate in weekly PLCs with a focus on instruction and student support.

Students and staff participate in Morning Meetings daily.

SIPPS tutors provide tiered reading interventions.

Student Council provides opportunities for student leadership.

K-6th grades have access to 1:1 technology.

House meetings (based on Ron Clark) are held each month.

Whitesides has a Before and After-School program.

HUGs (Hello-Update-Goodbye) program is available for students who need extra support academically, behaviorally, and/or emotionally.

Areas of Recent Improvement

MOY Acadience reading scores increased by four percent. In addition, as of February of 2023, we have added SIPPS, a research-based foundational skills program to help our struggling readers in 2nd through 6th grades. Four instructional aides pull students during their intervention time to help increase their proficiency in phonological awareness and phonics.

Areas of Needed Improvement

As we examine RISE and Acadience assessment data, our focus will be on achievement and growth in Language Arts, Mathematics, and Science. With Whitesides Elementary's Mission and Vision in mind, our teachers will continue to improve the quality, focus, and purpose of PLCs, specific learning objectives, and engaging, rigorous instruction. Administration and academic coaches will play an active role in attending PLCs, supporting purposeful instruction, and increasing student learning. Whitesides has been deemed a Targeted Support and Improvement school. We are currently working to improve Tier 1 instruction and improve the academic outcomes of our students with disabilities.

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')
Sixty percent of K-3 students will demonstrate typical or higher growth from MOY2021 to MOY 2022 using Pathways to Progress assessment.	Met goal	Academic performance of typical or higher on MOY Acadience Reading using Pathways to Progress decreased from 74% in 2021 to 62% in 2022; however, the goal of 60% was met.
Sixty percent of students in grades 4-6 will demonstrate writing proficiency in the RISE midyear writing assessment	Did not meet goal	There was a decrease from 61% in 2021 to 43% in 2022 for students demonstrating writing proficiency on the RISE midyear writing assessment. This indicates a need for improvement in Tier one writing instruction, as well as interventions for those students struggling in this area.
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. We expect student centered goals to support learners and learner proficiency as outlined in goals 1 and 2.	Met goal	Whitesides house system and weekly house meetings promoted an environment where students' diverse backgrounds, strengths and challenges were acknowledged and respected.

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
The middle of year (MOY) Acadience Reading Pathways to Progress assessment of 2022 showed that 62% of Whitesides K-3 students demonstrated typical or higher growth from the 2021 school year assessment. Our goal for the 2023 school year is for 64% of Whitesides K-3 students to demonstrate typical or higher growth from MOY 2022 to MOY 2023 using the Pathways to Progress assessment.	Progressing according to plan	The middle of year (MOY) Acadience Reading Pathways to Progress assessment for the 2022-2023 school year showed that 66% of Whitesides K-3 students demonstrated typical or higher growth. This is up 4% from the beginning of year (BOY).
Forty-three percent of 4-6 students demonstrated writing proficiency on the middle of year (MOY) RISE benchmark during the 2022 school year. Based on the 2022 data, our goal for the 2023 school year is that 45% of grades 4-6 students will demonstrate writing proficiency on the MOY RISE benchmark during the 2023 school year.	Not progressing according to plan	Thirty-five percent of 4th-6th grade students demonstrated proficiency on the middle of year (MOY) Rise benchmark during the 2022-2023 school year.
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. We expect student centered goals to support learners and learner proficiency as outlined in goals 1 and 2.	Progressing according to plan	Teacher are implementing morning meetings with all students to help build a positive learning climate. The HUGs program continues to be used to help students with behavioral concerns. Restorative practices are used throughout the school, as the need arises.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 25,208.84
B - Allocated new funds for Current Year SY22-23	\$ 49,955.49
C - Total Budget for Current Year SY22-23	\$ 75,164.33
D - Projected spending during Current Year SY22-23	\$ 56,006.32
E - Expected carryover from Current Year SY22-23	\$ 19,158.01
F - Projected new funding for Next Year SY23-24	\$ 54,078.01
G - Total projected funding for Next Year SY23-24	\$ 73,236.02

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	K-6 Acadience Reading
<i>Goal Statement</i>	By January 2024, Whitesides Elementary will increase the percentage of K-6 students making typical or better growth on Acadience Reading Composite Pathways of Progress scores by three percent from beginning of year (BOY) to middle of year (MOY).
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	K-6 students will be measured by pathway data from Acadience.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Four reading tutors will be hired, using Land Trust funds to support reading interventions using the SIPPS program. (LAND TRUST FUNDS) 2. After Acadience testing is complete, the Drill Down diagnostic will be used to identify specific needs of students who are below benchmark. 3. Grade level teachers will meet in professional learning communities (PLCs) to collaborate, plan, assess, and analyze data to drive instruction. 4. The Local Case Management Team (LCMT) will discuss students identified as needing more intense intervention. The team will determine appropriate interventions for the teacher to implement in the classroom and/or request a referral for Special Education testing. 5. Teachers who have not completed LETRS (Language Essentials for Teachers of Reading and Spelling) training, will continue to participate in this training in order to use sound, research-based practices to increase literacy outcomes.

<i>This goal can be categorized as... (choose all that apply)</i>	#PD								
<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 - \$50,000.00								
	<table> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#1 Aides for Reading Intervention</td> <td>\$ 50,000.00</td> </tr> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#1 Aides for Reading Intervention	\$ 50,000.00
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LAND Trust Academic	Salaries & Benefits	#1 Aides for Reading Intervention	\$ 50,000.00						
<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>	K-6 Math
<i>Goal Statement</i>	Whitesides Elementary K-6 students will demonstrate three percent growth in Mathematics from BOY to MOY as measured by the district's diagnostic assessment.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	District's diagnostic assessment

Action Plan (please number steps)	<p>1. TSSA funds will be used to purchase adaptive software and/or computers to monitor progress.</p> <p>2. Teacher will meet weekly in PLCs (Professional Learning Community) to analyze student data and adjust instruction accordingly.</p> <p>3. Acadience progress monitoring will be used to support students below benchmark.</p> <p>4. Students will use the Infini-D program to engage their mathematical knowledge, skills, and dispositions (grit, initiative, collaboration). (LAND TRUST FUNDS)</p> <p>5. Teachers will engage students with explicit, Tier I instruction.</p>			
This goal can be categorized as... (choose all that apply)	#PD			
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?	Yes			
	Goal LAND Trust Expense Total - \$5,000.00			
	Funding Source	Expense Category	Description	Item Cost
	LAND Trust Academic	Online Curriculum or Subscriptions	#4 Infini-D Lab	\$ 5,000.00
If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.				

Goal Short Title	TSI GOAL FOR STUDENTS WITH DISABILITIES
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Goal Statement	Students receiving special education services for reading will show 3% proficiency growth from BOY to MOY for the 2023-2024 school year, as measured by Acadience Reading.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	Acadience Reading Proficiency data.
Action Plan (please number steps)	<div>1. TSSA funds will purchase .5 of a special education teacher so we will have 2 full-time special education teachers.</div> <div>2. An aide will be hired with Land Trust funds to support the special education teachers. (FUNDED BY LAND TRUST FUNDS)</div> <div>3. SIPPS reading intervention program will be utilized with fidelity.</div> <div>4. Trained aides will provide SIPPS intervention.</div> <div>5. Trained aides will progress monitor to individualize instruction. (FUNDED BY LAND TRUST FUNDS)</div>
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?	Yes
	Goal LAND Trust Expense Total - \$8,000.00
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	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
	LAND Trust Academic	Salaries & Benefits	#2 Aide to support resource teacher	\$ 8,000.00
<i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i>				

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
K-6 Acadience Reading	LAND Trust Academic	Salaries & Benefits	#1 Aides for Reading Intervention	\$50,000.00
K-6 Math	LAND Trust Academic	Online Curriculum or Subscriptions	#4 Infini-D Lab	\$5,000.00
TSI GOAL FOR STUDENTS WITH DISABILITIES	LAND Trust Academic	Salaries & Benefits	#2 Aide to support resource teacher	\$8,000.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 54,078.01
G - Total projected funding for Next Year SY23-24	\$ 73,236.02
H - Total planned expenditures for Next Year SY23-24	\$ 63,000.00
I - Planned carryover into the Following Year SY25-26	\$ 10,236.02
J - Is planned carryover more than 10% of projected new funds?	Yes
Plan for carryover in excess of 10%	Any carryover funds will be used to support goals.
Plan for sharing the school LANDTrust plan with the community	School website
Additional plan for sharing the school LAND Trust plan with the	

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:

LETRS (Language Essentials for Teachers of Reading and Spelling) assessment

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) assessment

Diagnostic Math Assessment (adaptive software)

Diagnostic Reading Assessment (adaptive software)

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?

*By January 2024, Whitesides Elementary will increase the percentage of K-6 students making typical or better growth on Acadience Reading Composite Pathways by three percent from BOY to MOY.

*Students receiving special education services for reading will show 3% proficiency growth from BOY to MOY as measured by Acadience Reading.

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?

Whitesides Elementary K-6 students will demonstrate three percent growth in Mathematics from BOY to MOY as measured by the district's diagnostic assessment.

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

Heggerty

LETRS

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:

Strengthening Tier 1 instruction through the implementation of the Phonics, Vocabulary, and Morphology Routines.

SIPPS is designed to target the needs of at-risk students.

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 members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.

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|New Student Registration|

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?

They include evidence-based programs endorsed by the district.

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 are trained and supervised by a reading instructional coach with advanced endorsement. Paraprofessionals also have an Associates degree, 48 hrs of college courses, or pass a state 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

We determine an action plan and assign funds accordingly to support the action plan.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/21/2023
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	0