

Central Davis Junior High Community Council Meeting

Minutes

February 7, 2022

4:30 p.m.

Central Davis Junior High

In Attendance: Conducting – Kyle Roche, Chair, Parent-Member

Dr. Lori Hawthorne, Principal

Nicole Roche, Secretary, Parent-Member

Michael Lambert, Parent-Member

Debbie Mulholland, Parent-Member

Jennifer Perry, Parent-Member (via Zoom)

Ismar Vallecillos, Parent-Member

Katie Barber, Teacher-Member

Rachel Nightengale, Teacher-Member

Absent: Celia Larson, Vice Chair, Parent-Member

Renae Curtis, PTA Representative

Visitor: Delain Orth, Teacher

1. **Welcome**

The meeting began at 4:33 p.m. Chair Kyle Roche welcomed the members of the Central Davis Community Council (CDCC).

2. **Approval of the January 24, 2022 Minutes**

Chair Roche presented the proposed minutes for the January 24, 2022 meeting. Parent-member Jennifer Perry made a motion to approve the proposed January 24, 2022 CDCC minutes. The motion was seconded by Dr. Lori Hawthorne. The motion passed without objection.

3. **Current LAND Trust Accounting**

Chair Roche turned the time over to Dr. Hawthorne to provide a current accounting of the LAND Trust funds. Dr. Hawthorne updated the CDCC on the LAND Trust accounting. The Augmented Reality Sandbox purchase process has begun, it is currently being determined whether the product is only available from a sole source or is subject to a bidding process. Due to the short time between meetings (2 weeks), there wasn't a substantial change in the budget.

Goal # 1: Engagement:

The Evaluate Davis average of "evident" (or higher) ratings related to personalized learning, student engagement, and/or use of technology across teaching and digital learning observation items will increase to a point equal to or exceeding district average.

The teacher evaluation protocol in the Davis School District is known as "Evaluate Davis". The classroom observation portion of Evaluate Davis has four (4) Indicators – Plan, Teach, Check, Environment – and 34 teaching observation items and 24 digital learning observation items. Some of these observation items are directly associated with personalized learning, student engagement, and/or, the use of technology in the classroom. To measure this goal, we will use Evaluate Davis observation data, specifically in enumerated indicators outlined in the TSSP.

- Engages students in a variety of best practice instructional strategies and learning activities.
- Utilizes a variety of informative checks to guide immediate adjustments during instruction and/or guide reteaching or enrichment activities.
- Provides opportunities for students with diverse learning needs to demonstrate understanding.
- Provides specific, timely, and ongoing, formative feedback to inform students of progress.

LAND Trust Funding associated with this goal: \$69,952.17

Engagement as of February 2022			
Budget Category	Description	Expenditure	Spent
Library	Updating school's library collection	\$7,000.00	\$4,794.45
FBLA	Membership and Competition Fees for Future Business Leaders of America	\$494.00	
Reality Town	Curriculum Packets	\$1,067.00	\$1,048.35
ASC Class	Classroom Supplies	\$500.00	\$437.36
Hope Squad	Educate students about positive behaviors, provide opportunities to make new friends, and promote social emotional learning	\$2,000.00	\$1,068.29
AP Program	supplement the AP Testing Fee; fund instructional supplies unique to the AP classes and support teacher efforts outside of the contract day	\$3,500.00	
Smart Music	subscription for each student	\$2,212.00	\$2,561.49
Technology	iPads & protective accessories	\$6,940.00	\$2,392.00
Music Tutors	Remediation for struggling instrumental students	\$2,800.00	\$1,035.00
Band Instruments	Mallet Instruments	\$5,000.00	\$5,005.00
Technology	Refresh Support	\$21,953.67	\$21,953.67
Audio Enhancements	Complete installation in all classroom spaces (\$13,732.50)	Funded fully by district Money reallocated below	
	Musical – Royalty Rights for 2022 Production	\$1,000.00	
	Musical – 2022 Pay for Director and Assistants	\$5,000.00	
	Brain Heart World Lifetime public screening license fee for school	\$300.00	\$299.00
	Augmented Reality Sandbox – DIY kit (doesn't include cost of sandbox or sand which aren't as furniture)	\$4,000.00	
	Total:	\$67,199.17	\$40,644.61

Goal # 2: Academic Proficiency

- 93% of ninth grade students will exit Central Davis Junior High on track for graduation (7+ credits).
- 90% of all seventh and eighth grade students will pass all classes.

LAND Trust Funding associated with this goal: \$42,000.00

Academic Proficiency as of November 2021			
Budget Category	Description	Expenditure	Spent
Salaries & Benefits	Cub Skills, Mentor, Math Tutor	\$42,000.00	\$12,645.46
	Total:	\$42,000.00	\$12,645.46

Goal #3: Common Formative Assessment

During the 2021-2022 school year, Central Davis Junior High will develop common formative assessments (CFAs) for writing across the various content areas and train the teaching staff in writing and assessing those areas.

LAND Trust Funding associated with this goal: \$11,000.00

Common Formative Assessment as of November 2021			
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Budget Category	Description	Expenditure	Spent
Salaries & Benefits	Teacher Committee	\$11,000.00	\$7,052.50
	Total:	\$11,000.00	\$7,052.50

4. Continue TSSP Budgeting Discussion

Chair Roche turned the time over to Dr. Hawthorne to continue the TTSP Budgeting Discussion. The goals, while not finalized, will most likely be different than last year. The state school board is encouraging all goals to focus on core subjects. The goals will be in the areas of increasing academic achievement in core content areas, specifically focusing on English Language Arts and Math; however, the exact measurable goal is still being formulated as using RISE testing may not be the most accurate data available. The local school board has asked that schools have a goal in the area of social and emotional learning. The fourth goal will be addressing credit deficiency.

Davis School District is estimating that the new TSSP funding for the upcoming year will be \$115,047.00, though an exact number has not been received from the state yet. The CDCC will work with the district estimate until the state budget is received.

Chair Roche discussed how best to proceed with the funding discussion and suggested that the council address the funding requests and approvals today as tentative rather than a final binding vote, as this would allow for greater flexibility in adjusting numbers if the state budget changes between now and the next meeting and also move the discussion along as the council would not have to have a roll call vote on each and every tentative funding approval but could do one final roll call vote on the final funding approval. The council agreed by unanimous consent to proceed in this manner.

Chair Roche asked for the Administration’s requests for funding. Dr. Hawthorne presented her requests for the following:

Adminstration Requests		
Goal	Description	Expenditure
Academic Achievement	2 Cub Skills TAs, 1 Math Tutor, 1 Mentor (at current rate of years of experience with cost of living and step increases)	\$51,000.00
Technology	Supplemental Technology Request (Upgrades and additional laptops)	\$9,000.00
Academic Achievement	Teacher Committee (Writing committee)	\$11,000.00
	Total:	\$71,000.00

The CDCC engaged Dr. Hawthorne in discussion concerning the salaries and benefits, past technology benefits, and the teacher writing committee.

A motion was made by Chair Kyle Roche to tentatively approve the Central Davis Junior High Administration requests as presented for \$71,000.00. Parent-member Michael Lambert seconded the motion. There were no objections.

In a previous meeting, the teacher grants were briefly looked at to identify which requests could be funded by the existing funds left over from the Audio Enhancement. The teacher grants already approved are #5 (Counseling Center request for school supplies - \$690.00) and #8 (Special Education Library request for Hi-Lo Reading Books - \$500.00), so it is not anticipated that they will be considered further. A copy of all remaining requests are included at the end of these minutes.

The CDCC discussed the various remaining teacher grants proposed and the pros and cons of funding each grant. Dr. Hawthorne read a response from Dr. Christine Wolf answering several questions the CDCC had at the last meeting about her proposal, particularly about instrument rentals.

After extensive discussion by the council, Chair Roche made a motion to tentatively fund the following teacher grants in full: #3, 4, 6, 7, 9, and to partially fund teacher grants #10, 11, and 13. These grants would be for a total of \$43,984.50 as outlined in the chart below. Grants 1, 2, 12 would not be funded at this time, though it was recommended that #12 be funded from other funds available to the administration. Teacher-member Katie Barber seconded the motion. There were no objections. A roll call vote will be held at the next meeting when the plan is finalized.

Teacher Grants Funded			
#	Teacher	Brief Description	Amount Funded
3	Orth	Robotics Club registion and fees - \$2300 Field Elements \$240	\$2,540.00
4	Orth	TSA Club Membership and competion fees - \$1000	\$1,000.00
6	Haws	Library Books - \$3500	\$3,500.00
7	Counseling	Reality Town - \$1067.00	\$1,067.00
9	Fenwick	Wood shop materials - \$1000	\$1,000.00
10	English Dept.	Payment for 3 year contract IXL English Software - \$15,347.50	\$15,347.50
11	Math Dept.	Partial Payment for Math Software - \$8,000.00 w/recommendation that additional funds come from STEM grant	\$8,000.00
13	Band	Smart Music - \$3,300.00 Tuners - \$450.00 Replacement Clips - \$480.00 Instruments - \$7,300.00	\$11,530.00
Total			\$43,984.50

When combined with the administration requests of \$71,000.00, the tentative total for 2022-2023 TSSP Plan would be \$114,984.50. Chair Kyle Roche moved to close the discussion of the TSSP Budget and table any further discussion until the next meeting. Parent-member Ismar Vallecillos seconded the motion. There were no objections.

5. Known Issues/Items for Next Meeting

Known issues for the March 14, 2022 meeting will be the final discussion and approval of the TSSP.

6. Adjournment

Parent-member Debbie Mullholland made a motion to adjourn. The motion was seconded by Teacher-member Katie Barber. The motion passed without objection. The meeting adjourned at 6:00 p.m.

#1 -- Mr. McEwan – Academic Social Communications (ASC) Special Education Student Incentives

The Academic Social Communication Program is designed to meet the individual education needs of students (K-12) for whom social, communication and academic deficits are the primary focus. Students need concentrated and rigorous instruction and supports for much of the school day. Targeted learning is implemented in a structured small group setting, and/ or modified and supported general education setting. Students require accommodations and modifications in this self-contained program. Students can access their general education classroom independently or with assistance (through accommodations, adult support, or peers). Students require evidence-based language, reading, math, writing and self-help instruction in a highly structured teaching model. Student IEP goals and behavioral intervention plans are implemented daily using high rates of reinforcement. Curriculum is based on general education core with accommodations and modifications as needed. In addition, other direct instruction programming will be used to support student growth. Students in ASC Programs will be taking the District/ State end of level testing.

Associated School Goal	Academic Achievement – increase student proficiency in Core Content Areas
Amount	\$500
Request	Incentives to help motivate ASC students and some peer tutors to work toward their academic goals. These incentives may include miscellaneous school supplies, food choices, a few items worth \$25-30 (or less) that reward students as they work towards and accomplish their school goals.
Benefit	The goal is to help motivate students to work on and finish their schoolwork so that their proficiency of each subject will increase thus decreasing credit deficiencies as they continue their journey through school.
# of Students	60

#2 – English Department – Writing Graders

Associated School Goal	Academic Achievement – increase student proficiency in English
Amount	<p>\$23,000 –</p> <ul style="list-style-type: none"> • \$13.95/hr per person <ul style="list-style-type: none"> ○ \$209.25/week at 15 hours ○ \$7,533/yr for 36 weeks
Request	<p>The English department would like to higher 3 part time graders that would grading work in Canvas. These graders would be primarily used to grade assessments to give objective feedback according to clear rubrics. This would allow for feedback to be given to students in a faster more efficient manner and open time for teachers to use the data to direct instruction and re-teaching practices. While we would like to have one per grade level, we could certainly use two graders or even one as a start to demonstrate the value and positive impact the position would have.</p>
Benefit	<p>This will increase the timing and efficiency of the feedback loop that is so important to students. With the use of set rubrics for standards students will receive timely feedback that indicates where their proficiency lies within the standard allowing them to adjust and meet whichever proficiency they choose. This also opens time for instructors to use the rubrics to drive instruction on whether students are meeting standards and what will need to be retaught whole class or small group instruction. This would also provide an objective summary of assessment for students.</p>
# of Students	980 (entire student population)

#3 – Robotics Club

Associated School Goal	<p>Academic Achievement – Application of English & Math in a practical setting.</p> <p>The Central Davis Robotics teams are required to keep a student journal of the activities done each meeting. Students are required to submit this literacy component with completeness, neatness, and accuracy. Their journal is graded based on neatness, proper punctuation and spelling, and the judge’s ability to follow the thought process of the team members. Team members compete with other teams from other schools to overcome a set challenge each year. Students use skills in teamwork to design, build and drive their robot to manage this challenge, but also use the skills of programming to have their robot complete the challenge autonomously.</p>
Amount	<p>\$2540</p> <ul style="list-style-type: none"> • \$2300 – Competition Registration & Fees • \$240 – Field Elements for Two Practice Fields
Request	<p>5 Teams attending 7 Competitions – Registration, Fees</p> <p>The cost of field elements is \$120 for each field. We have two (2) fields to be used for practice.</p>
Benefit	<p>Students participating in extracurricular activities benefit with commitment, scheduling, and determination. The robotics club matches are held on Saturdays at different schools. Participating in this program helps them with scheduling, both the competition dates and places but also the due dates of the assignments in other classes. Being committed to this or other extracurricular activity helps students to extend their commitment to their other classes as well. Many of our students have not had the opportunity to experience new career opportunities. The Robotics club shares the experiences of teamwork, not only with other members of our school, but also from other schools in our district. Students learn the skills of working together, designing and building and also programming. These are skills they may have never thought possible that can lead to careers they never thought of.</p>
# of Students	<p>58</p> <p>For the 2021-22 school year we had 23 students participate in the Robotics Club with an additional 35 students participating in the Robotics Team class.</p>

#4 – Technology Student Association (TSA) Club

Associated School Goal	The goal of TSA is to create a student who understand what it means to be a leader. Students can take this understanding to see a need and help those around them to become proficient in their courses. Each competition has a list of requirements students need to follow as they prepare for the selected competition. This preparation can also be used in their other classes as they understand requirements are given by their teachers also.
Amount	\$1,000.00
Request	I am asking for funding for the Central Davis TSA Club. The funds requested will be used to pay for membership fees and competition fees. National TSA charges \$150 for a group of 10 students or \$10 for each student and \$40 for each advisor. The state TSA program also charges a fee of \$7 per student and \$10 for each advisor. The fee to attend the state TSA competition is \$35 per student. The 2021-22 school year we had 10 members enrolled in TSA, and would like to increase this number in the 2022-23 school year to 15. The cost of membership fees would be \$240 for the national membership and \$105. The cost to attend the state TSA competition which is held in Davis County would be \$525. There will also be incidentals that will need to be purchased for the competitions chosen by the students, such as balsa wood, solar panel kits, electronic parts, etc. This additional funding would likely be around \$130.
Benefit	<p>The different opportunities given by TSA helps students to understand different careers available to them. Some of these competitions develop skills and experiences not offered as classes at our school. Students are allowed to work with others to develop teamwork skills, as well as working with other students from around the state at the state competition. During the state competitions there are more than 1000 students from across the state. Students can get to know others from different backgrounds than they come from and build friendships and a network of support from students they would normally not come in contact with. This is a great growing opportunity for our students as they expand their circle of knowledge.</p> <p>TSA is a program that is not limited to technology. The program offers over 30 different programs that range from debate and writing to electronics and programming. Students have the opportunity to learn how to design for mass production as well as aeronautics. TSA also has competitions to develop skills for careers in photography and forensics, as well as video game design and website design. Each of the skills learned during the TSA program will help students grow as they learn different skills they normally do not receive during the school day. The vision of the TSA program is accelerating student achievement and supporting teachers by providing engaging opportunities to develop STEM skills.</p>
# of Students	73 During the 2021-22 school year we had 8 students participate during the after-school club times, and 65 students participate during the class time. I would like to increase the number of after school students to 15 during the 2022-23 school year.

#6 – Library

Associated School Goal	Academic Achievement - The Library Media Center provides instructional, informational, and recreational materials for students and faculty. The Library Media program is integral to improving reading, writing, and research skills. We are continually updating and improving the collection.
Amount	\$3,500. I am unable to itemize until I order the actual books. The average cost of a hardcover fiction book with library processing is \$16.00. Informational books are normally much more expensive, more in the \$25 - \$35 range. eBooks and audiobooks can be anywhere from \$6.00 to \$70.00 +.
Request	First, I am requesting funding to continue to update and improve our library collection. We have one of the oldest libraries in the district and much of the collection is outdated, especially our informational books. When I first came to CDJH, the average age of our collection was 1990. It is currently at 2005. The American Library Association (ALA) recommends that the average age of books in a collection be no more than 10 years old. I weeded the informational books during the previous school year and am now weeding the fiction section. As I remove outdated books, I need to replace them with relevant and engaging books. ALA recommends a minimum of 15 books per student for an exemplary school library. We currently have 9.8 books per student in our collection. Second, the funds will also be used to buy more books to support our Diverse Reading Challenge. We are in the fourth year of the challenge and have had a lot of students completing the first few levels of the challenge so far this year. I have noticed a lot of interest in books about Social Emotional Learning, which is a focus of our school and district. Third, I will be purchasing more eBooks and audiobooks for our Overdrive collection. Our students and teachers have increased their use of our digital collection over the past two years. The district has a large collection, but content is available for everyone in the district. As a result, there are many holds on the most popular books. I can purchase those titles for our library and make them accessible only to our patrons.
Benefit	A current/relevant library collection is vital to literacy and supports reading proficiency. Data from more than 34 statewide studies suggest that students tend to earn better standardized test scores in schools that have strong library programs. (Lance, K.C. & Kachel, D.E. (2018). Why school librarians matter: What years of research tell us. Phi Delta Kappan, 99 (7), 15-20. https://kappanonline.org/lance-kachel-school-librarians-matter-years-research/) Reading challenges promote literacy. Strong, capable readers are those who read widely and diversely in a wide variety of genres and text types. Studies show that access and availability of diverse books impact student achievement, which leads to a more engaged and improved literacy. Our Diverse Reading Challenges are also creating a schoolwide culture that encourages students to read more and to enjoy reading.
# of Students	All students and staff

#7 – 8th Grade Reality Town

Associated School Goal	Academic Achievement - 1. Increase student proficiency by using diverse and updated instructional strategies and resources to ensure student engagement in learning and collaboration in cross curricular (FCS/Business/Finance/Math/English) and departmental lesson plans. 2. Provides students a snapshot of realistic financial experience to promote higher educational/career/social emotional goals and standards through a cause-and-effect activity. For example, students come to realize that a higher GPA leads to greater opportunities, which leads to an increase in motivation to increase productivity in work, resulting in better grades. Idealistically, this pattern of academic achievement follows them into 9th grade (when grades count towards high school graduation) and beyond. This activity helps students understand why success in school is important for success beyond school.
Amount	\$1067.00
Request	<ul style="list-style-type: none"> • Handbooks w/debit cards: (\$2.10 each X 335 8th grade students + \$1.95 each X 30 volunteers): 762.00 • Curriculum Update: \$20 • Online Student Pay Stub Submit: \$25 • Shipping & Handling (Receiving): \$30 • Shipping & Handling (Return): \$30 • Office Supplies (Calculators, etc.): \$200
Benefit	Reality Town provides all 8th grade students a simulated adult life experience that provides a unique awareness to students about how the choices they make now have a lifelong impact. Students learn valuable skills such as tracking finances, keeping a balanced budget, completing job applications, planning for the future, consumer responsibility, deciphering needs vs. wants, prioritization, and other skills. This activity has occurred annually for approximately 18 years. Families and students look forward to this event and report year after year their appreciation and positive feedback.
# of Students	335 (entire 8 th grade)

#9 – Manufacturing Tech Supplies

Associated School Goal	Academic Achievement Increase literacy & mathematics by translating project directions and dimensions into a functioning outcome
Amount	\$1,000 Right now, wood material has become very expensive. Our course fees do not cover the amount of wood materials that we use for 4 different classes. So, this money would go to the purchasing of wood for the different projects we have.
Request	It will give opportunities to be able to individually create and build projects that they can keep and take home.
Benefit	Like above, this will allow students to be able to create their own projects. This will help increase their literacy by being able to be hands on putting the skills taught in class to practical use. Being able to watch and then do the skills, they will be able to internalize the skills that will carry through out there schooling.
# of Students	120

#10 – IXL – English Department

Associated School Goal	Academic Achievement - This request would help goals increase proficiency in ELA and increase literacy. This program would aide in increasing proficiency and understanding of English standards and skills by allowing students another avenue of learning. The program would give students stronger foundational skills of literacy and reading by giving them multiple opportunities for understanding. By building these foundational skills, we can work on transfer by recognizing what skills to use when given any type of reading whether in English or any other subject.
Amount	<p>3 year contract: \$30,695</p> <ul style="list-style-type: none"> • 1st year payment: \$15,347.50 • 2nd year payment: \$7,673.75 • 3rd year payment: \$7,673.75 • PD Package: \$995.00 (included in the totals above) <p>We would be willing to request the first payment for this year and then resubmit request for remaining cost the following years. Although the request amount is quite significant, the English department has been creating our skill building material on our own. This is an extremely time-consuming process and takes away from the re-teaching and enrichment time that students deserve. A program would by no means replace what we already do and our professional judgement, but the way that math uses Dreambox, ALEKS, and Think Through Math or performing arts has practice sheets, English needs a skill building program that fits the needs of individual students. This program gives us available access to ALL curriculum not just 7-9 meaning we can meet students where they are and work on moving them to the next proficiency.</p>
Request	The English department is requesting a skill building program for English curriculum. During research we found that IXL is the best program for our needs. This program is a mix of teacher directed and self-directed/ self-paced instruction for students. This program would help supplement practice for students when a standard or skill is taught. Needs: Funding for the program for a 3-year program. Wants: Funding for a 3-year program plus the additional PD Package
Benefit	This program would not replace the teacher or teacher directed instruction but would supplement how students learn. This program is adaptive and allows students to move through proficiency to mastery. This would also be a great re-teaching or enrichment program for when students have hit a certain proficiency. Because of the way the program functions, teachers can do whole class, small group, or individual instruction. It also allows students to select their own pathways for learning.
# of Students	980 (entire student population)

#11 – ALEX & Dreambox – Math Department

Associated School Goal	Academic Achievement - Increase overall percentage of students proficient in their math course. Decrease credit deficiencies.
Amount	\$8,000 - 20,000, depending on how much is funded by a grant
Request	<p>We (the math department) are requesting funding for licenses for ALEKS and DreamBox. These are adaptive learning software that help students solidify their math skills. We have used them this past school year to help fill in some of the learning gaps the students have. We have used ALEKS in grades 7 and 9, and DreamBox in grade 8. We would like to continue with that arrangement. Licenses are \$18-20 per student</p> <p>I will be applying for a grant from the Utah STEM Action Center this spring for these licenses. In the past they have awarded us approximately 60% of what we need. Your funding would be used to cover the remainder, which will probably end up being about \$8000. Since the funding from the Utah STEM Action Center is not guaranteed, I am requesting the full amount. Unfortunately, we won't know how much we will receive from them until April or May.</p>
Benefit	Both of these software platforms are individualized. The student usually chooses the pathway (unless the teacher assigns specific topics). After seeing a demonstration of the topic, the students have the opportunity to show what they've learned. The software gives immediate feedback, and the students have more chances to demonstrate knowledge until proficiency is reached. As they work through all the topics appropriate to their grade level, the gaps in their knowledge should be addressed.
# of Students	980 (entire student population)

#12 – Hope Squad

Associated School Goal	If students are in school, they will have a better chance at earning credit. If school is deemed a safe place where a student is accepted and has a support system learning can occur. Credit will be earned.
Amount	\$2000
Request	<ul style="list-style-type: none">• \$750 - Monthly activities• \$500 - Hope Week• \$500 - Hope Week Assembly (We partner with the PTA.)• \$100 SEL Week (This is in conjunction with the district's SEL week)• \$150 Games and activities that can be reused (I have been purchasing games and activities that can be used year after year.)
Benefit	<p>Hope Squad is a peer-to-peer suicide prevention program. The program reduces youth suicide through education, training, and peer intervention. The Hope Squad strives to create a safe school environment, promote connectedness, support anti-bullying, encourage mental wellness, reduce mental health stigma, and prevent substance misuse. This is done through monthly lunch activities, monthly lunch buddy activities, student hellos, and anything else we can think of to connect with the student body. The Hope Squad also sponsors Hope Week in February.</p> <p>Students who feel a connection to their peers and their school community do better in school. Students who do not feel stigmatized due to mental health issues, lack of friends, or lack of community will come to school. Once a student is in school, learning can take place</p>
# of Students	980 (entire student population)

#13 – Band Program

Associated School Goal	<p>Academic Achievement - Student access to SmartMusic will allow for personalized learning, increase student engagement, and provides band students direct access to technology that will enhance their musical learning. Providing additional instruments will increase equitable access to instruments and participation in band. Because of changes by State Risk Management, students are prohibited from taking large instruments like a Baritone Saxophone on the bus. Therefore, students must have an instrument at home for practice and school-provided instrument at school for class. Tuners and additional clip-on microphones will also allow student to incorporate more technology into the classroom. The tuners also provide personalized learning and increase student engagement and confidence in abstract concepts.</p>
Amount	<p>\$18,530</p> <p>Needs:</p> <ul style="list-style-type: none"> • \$3,300: 220 SmartMusic Subscriptions for Band Program @ \$15 per subscription • \$450: 10 Korg TM60 Tuners with clip on microphone @ \$45 each • \$480: 30 Replacement clip on microphones @ \$16 each • \$4,500: 5 used Yamaha Student Model Trumpets @ \$900 each • \$1,800: 2 used Yamaha Student Model Clarinets @ \$900 each • \$1,200: 2 used Yamaha Student Model Flutes @ \$600 each • \$1,200: 2 used Yamaha Student Model Trombones @ \$600 each • \$2,800: 1 Eastman Baritone Saxophone @ \$2,800 <p>Wants:</p> <ul style="list-style-type: none"> • Less than the quantity of trumpets, clarinets, flutes, and trombones <p>\$2,800: Instrument Remediation Tutors</p>
Request	<p>While the band does ask for a significant amount of funding from the community council, I can guarantee that each dollar is maximized for student learning and growth both inside the band hall and outside. The band program is for all students, and I work hard to provide the best opportunities for each student to both develop a talent as well as work on crucial skills that carry over into other subjects and skill sets. The skills developed in band include collaboration, teamwork, accountability, perseverance, mental and physical acuity, creativity and expression and a sense of belonging. Thank you for continuing to support the CDJH band program.</p>
Benefit	<p>The SmartMusic technology enhances student learning by providing immediate feedback to students during at home practice. This feedback makes at home practicing more effective and fun for the students. Students see which notes and rhythms they played correctly/incorrectly, it shows them how to fix errors, gives them a performance score, and allows them to listen to a recording of each “take”. The program includes practice tools such as a metronome, a tuner, and the ability to loop a section of music.</p> <p>The tuners and clip on cords will supplement the current inventory of tuners. These tuners assist the students in obtaining a concrete understanding of the very abstract concept of intonation. The clip-on cord allows the tuner to give immediate feedback to a student on the intonation even if the entire class is playing. Developing and training the student’s ear is an advanced concept that demonstrates higher cognitive processing skills which can transfer over into other subjects</p> <p>The trumpets, trombones, clarinets, and flutes will be used to provide more equitable access to band class for all students at Central Davis regardless of financial ability. In the past, these instruments were primarily available only to students who could afford to rent them from the music store. I would like to increase the school’s inventory of these smaller instruments so that more students have the opportunity to participate in band.</p>

	<p>The baritone saxophone is needed so that students are not required to carry a 35-pound instrument to and from school every day. These instruments are very large and due to current busing restrictions are not always allowed on a school bus. The size of the instrument is keeping students from being able to experience this vital instrument.</p> <p>Instrument remediation tutors are important in band so that all students have the support needed to be successful. Most band classes have a minimum of 4 different instruments being taught at the same time. The diversity of instruction given in a class can make it difficult for all students to progress at the same rate. Bringing in experts on specific instruments to provide clinic and small group instruction greatly increases the ability of all students to experience success.</p>
# of Students	250 students