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 Antelope Elementary is to promote an environment where students thrive academically, socially, and emotionally. We support the district's strategic plan by facilitating high levels of growth and achievement for all students, empowering employees through quality professional learning and opportunities for teacher leadership, prioritizing the safety and security of our school community, connecting with parents and community in meaningful ways, demonstrating fiscal responsibility with the use of school funds, and promoting a culture that encourages respect, a growth mindset, and collaboration.

Description of the School

Community

Antelope Elementary is located at 1810 South Main Street in Clearfield, UT. The school is located near a light industrial area and a neighborhood comprised of apartment complexes and single-family homes. Antelope enjoys a diverse mix of students as a result of its proximity to Hill Air Force Base, Job Corps, and other community elements.

Student Body

Antelope's student population consists of 682 students: 68.8% Caucasian, 17.7% Hispanic, 2.9% African American/Black, 5.7% Multiple Races, 1.3% Asian, 1.5% American Indian, and 1.9% Pacific Islander. Approximately 40% of our student body is Economically Disadvantaged (qualifying for free and/or reduced lunch), and 5% are designated Limited English Proficiency.

Staff

Antelope's staff consists of 29 certified teachers, 3 Special Education (SPED) teachers, 2 Essential Elements/SPED teachers, 1 part-time Psychologist, 1 full-time and 1 part-time Speech Pathologist, 1 Speech Technician, 24 Tutors/Teacher Assistants/Paraprofessionals, 1 English as a Second Language (ESL) Tutor, 4 Prep-Time Specialists (Librarian, certified Physical Education (PE) teacher, Computer Science teacher, certified Humanities teacher), 1 Davis Enhanced Education Program (DEEP teacher), 1 part-time School Nurse, 1 Health Clerk, 1 School Technology Support, 1 Office Manager, 6 Office Assistants/Playground Staff/Clerical Support, 4 Before and After School Program tutors, 4 Kitchen Staff, 5 Custodial Staff, 1 full-time Counselor, 2 half-time Instructional Coaches (reading and math), 1 part-time Family Support Worker, 1 full-time Administrative Intern, and a Principal. We also house 1 preschool programs - a Head Start Preschool, which is run by a Title 1 Preschool teacher and supported by 2 teacher's assistants.

School Culture

We believe our school culture must be kind, supportive, and nurturing before any significant learning can take place. We have high expectations for our students, and we know students rise to these expectations when they are surrounded by caring adults and classmates. We have studied the effects of trauma on students and are striving to implement the practices found in trauma-sensitive school to best meet the needs of our students. We are also implementing Social Emotional Learning practices to promote our students' social emotional well-being. We believe that high quality instruction is essential for students to grow and thrive. Teachers have demonstrated a growth mindset as they continue to implement strategies with high effect sizes, technologies that make learning accessible to students 24/7, and new curriculum that promotes deeper levels of thinking and understanding.

Unique Features & Challenges

The Antelope Elementary school community is comprised of families from a variety of socioeconomic levels. Due to the number of students coming from economically disadvantaged homes, Antelope is designated as a federal Title 1 school and receives Title 1 funding. Families are faced with a variety of challenges that typically accompany the dynamics of a low-income community, including high levels of trauma. This year our school has continued to implement practices that are essential for trauma-sensitive schools. Specifically, we have focused on creating a safe environment, teaching self- regulation, building positive relationships, and promoting academic competence. Everything we do aligns with one of these four areas. As a Title 1 school, Antelope Elementary benefits from additional resources that provide for students' needs as well as enrich the learning environment. Our school hosts a preschool program - Head Start, the Before and After School Program, Extended Day Kindergarten, and summer school. We have hosted multiple community nights this year that have allowed our students and parents to have more positive connections with our school and educators. We have been assigned a full-time counselor as well as a part-time Family Support Worker to better support the needs of our students and their families.

Additional Information

Antelope Elementary's students have many opportunities to explore their interests and shine through Humanities (music and art) as well as STEM, coding, and robotics opportunities which are taught in Computer Science class and embedded in their regular classes. Many students also participated in the Parent-Teacher Association (PTA) Reflection's competition this year. Our DEEP students had an opportunity to participate in VEX Robotics competitions this school year. Our 5th grade students participated in a STEM partnership with Hill Air Force Base this year entitled "Star Base" in which students travel to the base and participate in the study of math, science, and engineering concepts combined with hands on projects and learning activities.

Needs Analysis

Notable Achievements

On the 2022-23 school year middle of year Acadience reading assessment 65% of our students were proficient on that assessment. This shows a marked improvement of 7% or 43 students.as compared to the previous 2021-22 school year. Additionally, this 65% mark of proficiency ranks first out of the fifteen Title 1 elementary schools in Davis School District. The average proficiency mark for the other fourteen schools is 55%.

During the 2021-22 school year we had 30.96% of our students that were considered chronically absent from school, meaning that they missed 10% of more of school days during that year. During the current school year, which is the 2022-23 school year, we have 21.42% of our students that have been chronically absent. This is an improvement of 9.54% or 84 students.

On the 2021-22 school year middle of year Acadience reading assessment 58% of our students were proficient on that assessment. On the 2022-23 middle of year Acadience reading assessment 65% of our students were proficient.

Areas of Recent Improvement

Over the past few years, Antelope Elementary School has focused on improving the structure and type of collaboration that occurs between educators at our school. This collaboration is based on the PLC (Professional Learning Community) model of collaboration. The focus of our school wide PLCs is to share the very best instructional strategies between educators, so that every teacher utilizes the very best educational strategies. One of the biggest strides we have made this past year is ensuring that our grade level teams are meeting weekly to 1-plan common lessons, 2-review student's academic data, and 3-develop enrichment and extension activities for students. Additionally, all teachers participated in LETRS (Language Essentials for Teachers of Reading and Spelling) training provided by the state and district trainers. This training takes two years to complete. Teachers learn the latest research on the science of reading and the most effective strategies for teaching students to read.

A core area of focus for our school has been ensuring that we have a tiered approach when it comes to educational instruction. All students in every grade level participate in 2 hours of tier 1 language arts instruction per day. We also have 45-60 minutes of tier 2 language arts, small group instruction, conducted by teachers and reading tutors each day. Finally, we also utilize reading data to provide an additional 30 minutes of tier 3 language arts instruction through our reading tutors and the use of iSPIRE, a reading intervention program. Over the past several years our school wide focus centers on all of our students developing proficiency within the 5 pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Areas of Needed Improvement

Antelope Elementary continues to set high expectations for academic success. Our current biggest area of concern is with our students who receive special education services and our English language learners. Antelope Elementary was recently designated as a "Targeted Support and Improvement" (TSI) school. This designation is in place because our students in special education and our English language learners scored in the bottom five percent on the states' RISE assessment. Since this designation we have put together a schoolwide committee to look at how we can improve our instruction and interventions for these two subpopulations. We will continue to focus on improving our educational approach with our special education and English language learner students.

Prior Year Status Report

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

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
Seventy-five percent of students will show typical (or higher) growth on Acadience Pathways to Progress on end of year Acadience assessment.	Did not meet goal	We did not meet our reading growth goal. This goal was greatly impacted by the COVID pandemic and student's reading levels being below grade level. We did show a lot of growth in this area as 63% of our students demonstrated typical or above growth for the school year. We did not hit the 75% mark due to COVID related factors such as attendance and a lack of prior grade-level instruction.
Seventy-five percent of students will show typical (or higher) growth in math as measured by the iReady Math Diagnostic.	Did not meet goal	We did not meet our goal. We started with a lower growth score than expected because of the COVID pandemic. We did reach 55% growth, but not enough to reach the goal.
70% of students will be proficient on the Acadience end of year benchmark composite score.	Did not meet goal	We did not meet our reading proficiency goal. This goal was greatly impacted by the COVID pandemic and student's reading levels being below grade level. We did not hit the 70% mark due to COVID related factors such as attendance and a lack of prior grade-level instruction.

Current Year Progress Report

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

Goal description	Progress toward goal	Comments
Sixty-five percent of students will show typical (or higher) growth on Acadience Pathways to Progress on end of year Acadience assessment.	Progressing according to plan	We are making sound progress towards this goal. From the beginning of year reading assessment to the middle of year assessments we had 62% of students demonstrate typical or above typical growth. This growth was supported by the work of our teachers completing their LETRS professional development, the work of our language arts instructional coach, our reading tutors working with small groups of students on individual areas of needs, and students accessing digital curriculum, which enhances their in-person learning.
Sixty-five percent of	Progressing	We are making adequate progress towards this school. During a midyear

students will show typical (or higher) growth in math as measured by the iReady Math Diagnostic	according to plan	assessment 66% of our students were showing adequate progress on their grade level math skills. Our math instructional coach is continuing to work with our teachers to help improve their instruction. Teachers are continuing to use academic math data to guide their instructional planning and approach.
Sixty-five percent of students will be proficient on the Acadience end of year benchmark composite score.	Progressing according to plan	We are making sound progress towards this goal. From the beginning of year reading assessment to the middle of year assessments we had 65% of students score in the proficient band on this assessment. This proficiency level was supported by the work of our teachers completing their LETRS professional development, the work of our language arts instructional coach, our reading tutors working with small groups of students on individual areas of needs, and students accessing digital curriculum, which enhances their in-person learning.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	$ 26,551.60
B - Allocated new funds for Current Year SY22-23	$ 87,650.36
C - Total Budget for Current Year SY22-23	$ 114,201.96
D - Projected spending during Current Year SY22-23	$ 71,000.00
E - Expected carryover from Current Year SY22-23	$ 43,201.96
F - Projected new funding for Next Year SY23-24	$ 90,591.05
G - Total projected funding for Next Year SY23-24	$ 133,793.01

Goals and Planned Actions / Resources

Goal Short Title	**Reading Growth**
Goal Statement	Sixty-eight percent of students will show typical or higher growth on Acadience Pathways to Progress by the end of year Acadience assessment.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	

Measures	One of our school's primary focuses is helping students improve their overall reading ability. This essential skill is foundational for all future educational endeavors. We will be using the Acadience "Pathway to Progress" data, which measures reading growth for each individual student from the beginning of year until the end of the year.
Action Plan (please number steps)	1. Reading tutors to support Tier II reading instruction. Salaries and benefits will be funded with LAND TRUST FUNDS. 2. Student licenses for digital Waterford Education program for all kindergarten students. Licenses will be funded with LAND TRUST FUNDS. 3. Tier I intervention supplies for reading. Including grade level decodable books and SIPPS (Systematic Instruction for Phonological Awareness, Phonics, and Sight Words) curriculum material for teachers. Intervention supplies will be funded with TSSA funds. 4. Technology to support district Refresh program and other technology related classroom needs. Technology that will support in class instruction includes student laptops, educator computers, projectors, updating in-class sound systems, etc. Technology-related items will be funded with TSSA funds. 5. Purchase of Read Naturally licenses to support Tier II instruction for readers that need additional intervention. Licenses for this program will be purchased through TSSA funds. 6. LETRS training for entire faculty to build knowledge and skills in the science of reading for both Tier I and Tier II instruction. 7. English Language Arts (ELA) coach to support Tier I reading instruction, utilizing instructional materials funded by TSSA funds. 8. Use of Acadience data to identify individual pathways to progress for each student. 9. Focus on healthy student behaviors and social emotional learning (SEL) strategies that decrease learning disruptions at school, build a positive learning climate, and support increased learning outcomes in the classroom.
This goal can be categorized as... (choose all that apply)	#CollegeCareerReady|
District Strategic Plan Area(s)	Student Growth & Achievement|
If you selected 'School	

Identified Area', please describe	
Academic area(s) addressed by the goal	Reading|
Does this action plan include behavioral / character education / leadership efforts?	Yes
Will LANDTrust funds be used to support the implementation of this goal?	Yes Goal LAND Trust Expense Total - $83,000.00

Funding Source	Expense Category	Description	Item Cost
LAND Trust Academic	Salaries & Benefits	#1-Reading Tutor Salaries	$ 80,000.00
LAND Trust Academic	Online Curriculum or Subscriptions	#2-Kindergarten Waterford Program	$ 3,000.00

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

Goal Short Title	**Math Growth**
Goal Statement	Sixty-eight percent of students will show typical (or higher) growth in Math as measured by the iREADY Math Diagnostic.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	Currently 66% of our students are showing typical (or above typical) progress on their math diagnostic assessment in iREADY. We want to ensure that a greater number of our students are showing typical on grade level progress throughout the year. We are going to use the iREADY math diagnostic as a measurement for academic growth. The iREADY system is a tool that provides us benchmark data at the beginning of the school year that we can reference throughout the school year to measure overall growth. Academic growth will be measured between the months of August 2023 and May 2024.

Action Plan (please number steps)	1. Teachers will use iREADY, a supplemental online math program. Teachers will use iREADY Math data to target individual needs and learning paths. This program will provide teachers with instructional materials and students with an online program that will help teach and assess students based on their current math levels. The iREADY program will be funded by LAND TRUST FUNDS. 2. One extra teaching positions to reduce class sizes and provide more individualized instruction to students. With smaller class sizes teachers will be able to spend more time with students that need additional academic support. Extra teaching positions will be funded by TSSA funds. 3. Teachers will embed STEM strategies into daily instruction to deepen and enrich mastery of core standards, including math standards. 4. DEEP students will apply math skills as they learn to program with VEX robotics.
This goal can be categorized as... (choose all that apply)	#CollegeCareerReady|
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?	Yes
Will LANDTrust funds be used to support the implementation of this goal?	Yes Goal LAND Trust Expense Total - $20,000.00

Funding Source	Expense Category	Description	Item Cost
LAND Trust Academic	Online Curriculum or Subscriptions	#1-iREADY Classroom Subscription	$ 20,000.00

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

Goal Short Title	**Science Proficiency**
Goal Statement	Forty-five percent of our students will score in the proficient range on the science portion of the end of level RISE assessment. This will be an increase of five percent from the 2021-22 school year.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	Currently 40% of our students are proficient in the subject area of science on the end of level RISE assessment. The current district average is 51%. We will use the RISE assessment data at the end of the year to measure our progress towards at least 45% of our student's showing proficiency, in the science portion of this assessment.
Action Plan (please number steps)	#1-A teacher from each grade level will attend a national three-day conference on "Professional Learning Communities" (PLC) conference in Salt Lake City. Teachers will take the knowledge and skills they develop at this conference and utilize these skills to collaborate with their colleagues and improve their teaching methodology. Substitute teachers will be needed to cover the classes of the teachers attending this conference. The cost of paying for substitute teachers will be funded by LAND TRUST FUNDS.

#2-We are providing a school-wide attendance incentive program for students that attend school at least 90% of the time throughout the school year. Students will receive small incentive rewards for regular school attendance. Attendance rewards will be on average $2 per student and will be funded by LAND TRUST FUNDS.

#3-Each student will participate in two field trip experiences per school year. These field trips will have academic connections to science, reading, and/or mathematics. These enrichment experiences will provide real world applications for the concepts students are learning about in class. Field trips will be funded by LAND TRUST FUNDS)

#4-The school will have a VEX robotics club available for 4th - 6th grade students after school. This club will focus on the application of important science curriculum skills as well as an emphasis on coding and robotics. Materials related to the VEX robotics club and a stipend for the two teachers running the club will be funded by TSSA funds.

#5-Focus on healthy student behaviors and social emotional learning (SEL) strategies that decrease learning disruptions at school, build a positive learning climate, and support increased learning outcomes in the classroom.

#6-All "English Language Learners" (ELL) students will receive one on one instruction from our ELL tutor on a weekly basis. Our ELL students were identified by the state of Utah as a TSI subgroup that needs to improve on their performance on the WIDA and RISE assessments.

#7-All "English Language Learners" (ELL) who scored between a 1-1.9 on the yearly WIDA assessment will have access to and regularly use "Imagine Learning." Imagine Learning is an online program that assists students in improving their listening, speaking, writing, and reading skills in the English language. |

#8-All "Special Education" (SPED) students will receive targeted Tier II and Tier III instruction in both their general education class and their special education classes. This targeted instruction will be based upon science, math, and reading data and be specific to individual students' academic needs.

#9-A teacher from each grade level will attend a science based professional development course titled "Ambitious Science Teaching." The grade level representative will return to the school and share teaching ideas and approaches with their colleagues to improve overall science instruction. The cost of this professional development course and the subs associated with it are covered by Davis School District.

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

Goal LAND Trust Expense Total - $13,900.00

Funding Source	Expense Category	Description	Item Cost
LAND Trust Academic	Salaries & Benefits	#1-Substitute Teachers for PLC Conference	$ 2,500.00
LAND Trust Behavioral	General Supplies, Other	#2-Attendance Incentives ($2 per student)	$ 1,400.00
LAND Trust Academic	Transportation, Admission, Per Diem	#3-Transportation and admission for field trip experiences	$ 10,000.00

If your goal includes behavioral, character education, leadership, or

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math Growth	LAND Trust Academic	Online Curriculum or Subscriptions	#1-iREADY Classroom Subscription	$20,000.00
Reading Growth	LAND Trust Academic	Salaries & Benefits	#1-Reading Tutor Salaries	$80,000.00
Reading Growth	LAND Trust Academic	Online Curriculum or Subscriptions	#2-Kindergarten Waterford Program	$3,000.00
Science Proficiency	LAND Trust Academic	Salaries & Benefits	#1-Substitute Teachers for PLC Conference	$2,500.00
Science Proficiency	LAND Trust Behavioral	General Supplies, Other	#2-Attendance Incentives ($2 per student)	$1,400.00
Science Proficiency	LAND Trust Academic	Transportation, Admission, Per Diem	#3-Transportation and admission for field trip experiences	$10,000.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	$ 90,591.05
G - Total projected funding for Next Year SY23-24	$ 133,793.01
H - Total planned expenditures for Next Year SY23-24	$ 116,900.00
I - Planned carryover into the Following Year SY25-26	$ 16,893.01
J - Is planned carryover more than 10% of projected new funds?	Yes
Plan for carryover in excess of 10%	Carryover will be used to enhance existing goals and spending categories as well as provide extra resources as needed to increase reading and math growth

	and proficiency.
Plan for sharing the school LANDTrust plan with the community	School website|School newsletter|
Additional plan for sharing the school LAND Trust plan with the community.	

Additional Items for Title I Schools

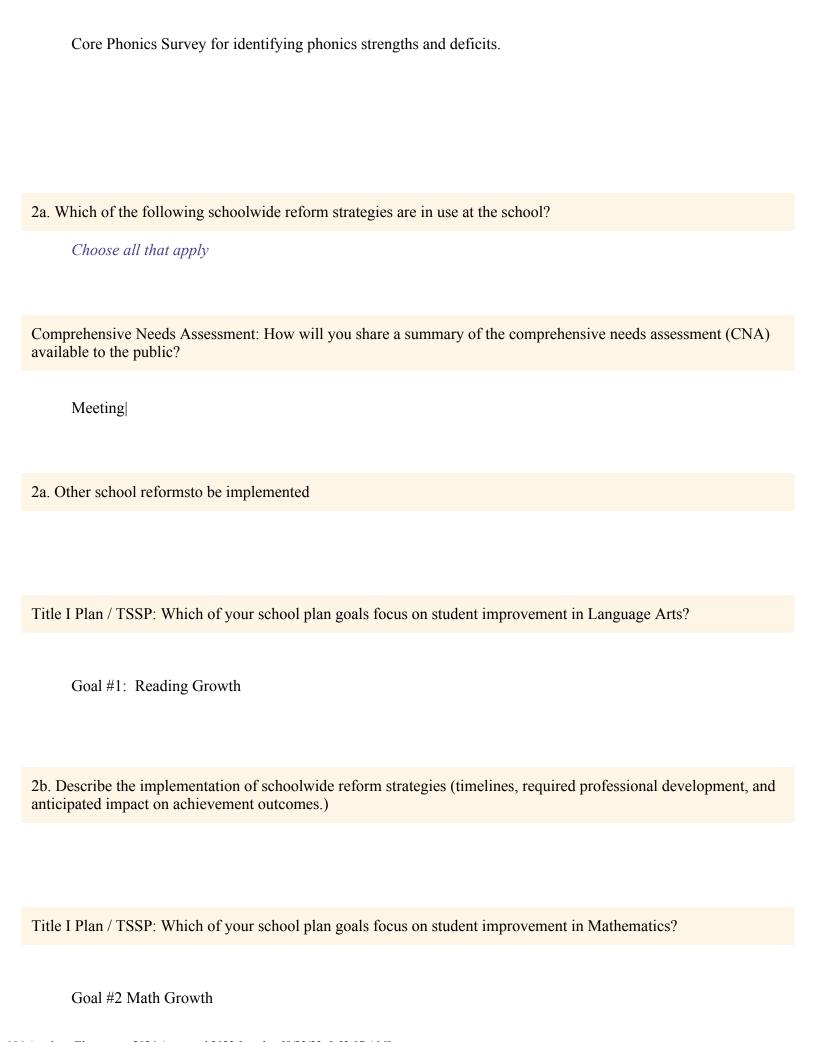1. Comprehensive Needs Assessment See 'Needs Analysis' section above.

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

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:

PAST for identifying phonological awareness strengths and deficits.

Core Phonics Survey for identifying phonics strengths and deficits.

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

Choose all that apply

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

Meeting|

2a. Other school reformsto be implemented

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

Goal #1: Reading Growth

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

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

Goal #2 Math Growth

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

Focus on John Hattie's research on high effect practices in teaching reading and math.

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:

Sounds Sensible

SIPPS Online Reading Program

Tier 2/3 Instruction

6. Parent Involvement

Districtwide practices for parent involvement include the following:

--Community council reviews, plans, and implements the School Improvement Plan.
--Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.
--Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.
--All School Improvement Plans in Davis School District follow the same format and are made publicly available online.
--An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.
--Meetings are held at different times during the day to enable all parents to be involved.
--Programs and activities are scheduled throughout the year to involve parents and guardians.

Additional schoolwide practices for parental involvement include the following:

Plan Evaluation and Stakeholder Involvement: How is stakeholder input solicited?

Districtwide practices for parent involvement include the following:

--Community council reviews, plans, and implements the School Improvement Plan.
--Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.
--All School Improvement Plans in Davis School District follow the same format and are made publicly available online.
--An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.
--Parents are invited to attend a planning meeting in spring to review the Title 1 Parent Compact and Community Engagement Plans which are distributed every fall.
--Meetings are held at different times during the day to enable all parents to be involved.
--Programs and activities are scheduled throughout the year to involve parents and guardians.

Additional school-wide practices for parental involvement include the following:

Administration actively seeks input from our community members through formal meetings such as community council, PTA, etc. as well as during information meetings.

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?

School Websistes|

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?

Assessment data

One by one, we are assessing and monitoring student growth and achievement. Individual progress monitoring graphs and growth checks have shown that we are making a positive difference with our students. Our tier 1 and tier 2 instruction and interventions, collaborative team meetings, progress monitoring, switching instructional groupings as needed, and technology programs that target student needs have all contributed to our students' growth. We have also included SEL practices in our plan, which are making a positive difference in our students being able to thrive at school.

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.

Employees who are hired to work with students, not including teachers, must have a minimum of either an Associates degree or 48 hours of college credit, or they must pass the Title 1 tutor assessment.

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

The school coordinates funds from multiple sources to meet the goals of the TSSP. Funds are

used to enhance tiered instruction by supporting evidence-based practices in reading, math, and science as well as effective interventions for students who are struggling.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/02/2023
Number who approved	5
Number who did not approve	0
Number who were absent or abstained	2