



Teacher Student Success Plan LAND Trust Goals only

Central Davis Jr - SY 2024

Principal Tawna Smith

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 Central Davis Junior High is to promote Learning First for all students. To accomplish our purpose, we strive to: Create a safe and supportive learning environment, which promotes student learning and success; Uphold traditions of respect, high expectations, hard work, and accountability; Become individuals with unique physical, social, emotional, and intellectual talents; and have Students learn through a variety of instructional methods. CUBS are Career and University Bound Students.

Description of the School

Community

Central Davis Junior High is located at 663 Church Street in Layton, a city with a population just over 83,000. Students come from the southern portion of the city. Our boundary runs east to west and encompasses diverse communities in terms of socioeconomic, ethnicity, and culture. Our community is extremely supportive of the goals and high expectations valued at Central Davis Junior High.

Student Body

Central Davis Junior High has an enrollment of 990 students and fluctuates to an enrollment of approximately 1,000 students throughout the year. Our mobility rate is estimated at 10%. Thirty-five percent of the students are considered economically disadvantaged, based on free and reduced lunch eligibility. It is important to note the number of students eligible for free lunch (293) is five times higher than our number of students who qualify for reduced (59) school lunch,

indicating Central Davis has significant numbers of students at-risk. Enrollment data suggests that 15% of our student body are living in single parent homes. Approximately a quarter of our student population identifies as Hispanic, Asian, Pacific Islander, Native American, African American, or Multiple Races. Eight percent of our students qualify as Limited English Proficient and are eligible for English as a Second Language services.

Staff

Central Davis Junior High receives funding for 34.5 full-time certified classroom educators. Central Davis employs 45 certified educators of which 38 are fulltime and 7 are part time. We have three guidance counselors and three school administrators. We have 35 classified employees in nutrition services, custodial services, office staff, teacher assistant/student support roles. Of our licensed employees, 32 are female and 13 are male. Twenty-four certified employees have a minimum of a Master's Degree. Our Employee Diversity Analysis examines the diversity of all staff members assigned to Central Davis Junior High School. It indicates that 5% of our staff identify as minority -- 3% identifying as Multiple Races, 1% identifying as Hispanic, and 1% as Asian. Our staff is comprised of mostly female employees (67%). Our certified staff have additional endorsements and training which include: English as a Second Language, Master's Degrees, and Advanced Placement (AP)/Pre-AP Training.

School Culture

Central Davis Junior High promotes a healthy, respectful, and collaborative culture. We strive to teach and model personal accountability, promote a growth mindset, and create an environment of mutual respect. We provide students weekly instruction in Social and Emotional Learning, focusing on relationship skills, social awareness, self-management, self-awareness, and responsible decision making. We address the continuum educational ability through Read 180, math intervention classes, self-select honors classes, and Advanced Placement (AP) opportunities. Our teachers meet in collaborative groups to create and evaluate personalized a competency based learning trajectories for students.

Unique Features & Challenges

The most recent version of accountability reports (2021-2022 school year), shows that students are making growth gains. Central Davis Junior High is a typically-achieving school in the areas of English Language Arts, Mathematics, and Science proficiency. Overall, our English Language Learners are experiencing growth but are not reaching adequate proficiency levels. We estimate that nearly 60% of our students require academic support and intervention to be successful academically. A cornerstone for positive student achievement begins with attendance. Central Davis works hard to assure that students are at school, in class, prepared, and on time to learn. According to our student information system, our chronic absentee rate for 2023 is 13.54% which is up from 7.3% in 2022. Our average daily attendance for 2023 is 94.4%, is down from 95.2% in 2022, up from 88.3% in 2021, but down slightly from 97.1% in 2020. The lack of connection these students have with the school may result in failing current classes as well as jeopardizing their future academic success.

Additional Information

Needs Analysis

Notable Achievements

Advanced Placement Testing: Human Geography -- Forty-eight students enrolled in 2022 with a 61% pass rate
Environmental Science -- Twenty three students enrolled in 2022 with a 31.8% pass rate
Band, Choir, Orchestra -- Festivals scores in 2022 indicated that students performed at a superior level. District Festivals Central Singers -

Superior Rating Central Harmony - Superior Rating Symphonic Band - Superior Rating State Festivals Advanced Orchestra - Superior Rating Jazz Band - Superior Ratings Symphonic Band -- Sweepstakes Award National Academic League (NAL) District Champions - 2023, 2021, 2020, 2019, 2017, 2007, 2000 Runner up - 2022, 2018 Enrollment in Honors/AP/Accelerated Courses English - 281 Students - 94.58% pass rate Math - 349 students - 98% pass rate Science - 346 students - 96.17% pass rate Social Studies - 202 students - 95% pass rate

Areas of Recent Improvement

Recovery learning options: Credit recovery is offered through a generic Edgenuity course. Edgenuity is asynchronous and assigned to students by counselors, teachers, and mentors. Increased Tracking and Mentoring: We have adult mentors who provide one-on-one mentoring in the areas of organization, work completion, goal setting, and personal accountability. Improvement in the Local Case Management Process by addressing student needs in a more deliberate and efficient process.

Areas of Needed Improvement

Central Davis Junior High needs to combat the notion that 7th and 8th grade "don't count", as students are not yet earning credit toward graduation. Additionally, we need to help more students exit CDJH on track for graduation.

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')
<p>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.</p>	<p>Did not meet goal</p>	<p>Evaluate Davis Observation Data Percent three or four at CDJH compared to Davis School District.</p> <p>(T2) Engages students in a variety of best practice instructional strategies and learning activities. CDJH 2021: 89%, 2022: 87% DSD 2021: 86%, 2022: 80%</p> <p>(C1) Utilizes a variety of informative checks to guide immediate adjustments during instruction and/or guide reteaching or enrichment activities. CDJH 2021: 74%, 2022: 75% DSD 2021: 75%, 2022: 71%</p> <p>(C2) Provides opportunities for students with diverse learning needs to demonstrate understanding. CDJH 2021: 46%, 2022: 58% DSD 2021: 79%, 2022: 73%</p> <p>(C3) Provides specific, timely, and ongoing formative feedback to inform students of progress. CDJH 2021: 90%, 2022: 84% DSD 2021: 88%, 2022: 85%</p>

Totals:
CDJH 2021: 85%, 2022: 83%
DSD 2021: 85%, 2022: 81%

Ninety-three percent of ninth grade students will exit Central Davis Junior High by June 30, 2022 with seven or more credits toward high school graduation, and 90% of seventh and eighth grade students who fail more than two terms of year-long class will improve a failing grade to passing by engaging in teacher-directed intervention while encouraging parent involvement to be completed by June 30, 2022.

Did not meet goal

Ninth grade students – In 2022, 84.7% of our 9th grade students ended the regular school year CDJH with seven or more credits toward high school graduation. During our June Credit Recovery program, students recovered an additional 57 credits.

Individual Term Pass Rates for 7th and 8th grade are as follows:

Fine & Performing Arts 2021 T1: 91%, T2: 86%, T3: 90%, T4: 94%

Fine & Performing Arts 2022 T1: 94%, T2: 92%, T3: 89%, T4: 89%

CTE 2021 T1: 85%, T2: 84%, T3: 85%, T4: 87%

CTE 2022 T2: 88%, T2: 87%, T3: 86%, T4: 86%

English Language Arts 2021: T1: 75%, T2: 67%, T3: 76%, T4: 84%

English Language Arts 2022: T1: 86%, T2: 77%, T3: 77%, T4: 78%

Health & PE 2021: T1: 88%, T2: 83%, T3: 89%, T4: 93%

Health & PE 2022: T1: 89%, T2: 86%, T3: 88%, T4: 92%

Math 2021: T1: 81%, T2: 73%, T3: 76%, T4: 78%

Math 2022: T1: 82%, T2: 74%, T3: 75%, T4: 77%

Science 2021: T1: 91%, T2: 79%, T3: 93%, T4: 87%

Science 2022: T1: 91%, T2: 87%, T3: 83%, T4: 85%

Social Studies 2021: T1: 77%, T2: 81%, T3: 84%, T4: 79%

Social Studies 2022: T1: 86%, T2: 80%, T3: 78%, T4: 78%

World Languages 2021: T1: 83%, T2: 69%, T3: 85%, T4: 85%

World Languages 2022: T1: 81%, T2: 81%, T3: 76%, T4: 72%

We hired four part-time teaching assistants to supervise 10 periods of credit recovery for Terms two, three, four, and summer school of the 2022 school year; tutor students in individual subjects with a focus on mathematics; and mentor students one-on-one in executive functioning skills, goal setting, and motivation.

We had several Student Success Coordinator positions that went unfilled due to the job market and unique requirements of the job. Thus, we were unable to staff required remediation for seventh and eighth grade students. While our mentor and math tutor did work with select seventh and eighth grade students, their caseload changed regularly. Data collected were reports of the mentoring and tutoring session that were recorded in the student's intervention file for tracking.

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.

Met goal

Central Davis Junior created a writing committee consisting of two co-chairs (English teacher, Social Studies Teacher), representatives from each content area as well as teacher experts in Special Education and English Language Learners. The Writing Committee created a school-wide writing strategy, PAUSE before you write, along with providing sentence stems for students to use in their writing. These two resources were turned into posters that hang in every classroom. At the start of the 2022 school year, all staff were trained in PAUSE writing for their content area and the grading rubric has been uploaded into Canvas. Teachers were given windows for quarterly PAUSE data collection. The co-chairs and principal worked with the Assessment Department on a data collection tool in Power BI. This tool was not fully built until late April of 2022, so the first teacher data entry was fourth term of 2022. At the beginning of the 2023 school year, teachers were given a refresher of the PAUSE writing strategies to be incorporated into writing in their content areas.

Central Davis Junior High will strengthen knowledge and capacity of Social Emotional Learning (SEL) by incorporating a standardized curriculum in which all students will participate.

Met goal

A teacher-led committee developed year two of our Social Emotional Learning lessons. Lesson were delivered to 100% of students through weekly classroom instruction during advisory.

Central Davis Junior High will strengthen community connections by providing a bilingual (Spanish/English) parent liaison to assist guardians who are more comfortable speaking Spanish take an active role in their student's education.

Met goal

Central Davis Junior High employed a bilingual parent liaison who translated parent/guardian meetings, supported limited-English speaking students, and assisted in translating written communication as needed.

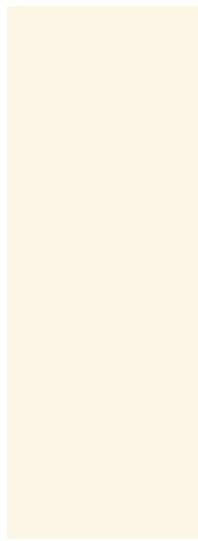
Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
<p>By June 30, 2023, 93% of ninth grade students will exit Central Davis Junior High with seven or more credits toward high school graduation, and 90% of seventh and eighth grade students who fail more than two terms of year-long core class will engage in teacher-directed intervention outside of the classroom setting.</p>	Not progressing according to plan	<p>We are currently progressing towards our goal of 93% of students being on-track, with seven or more credits towards high school graduation, by June 30th, 2023. As of the end of Term 3 of the 2023 school year, 109 of our 334 (33%) 9th graders have already earned seven or more credits towards graduation. Currently there are 32- 9th grade students working on remediation in English, 29- 9th grade students working on remediation in Science, and 25- 9th grade students working on remediation in Math.</p> <p>We are not making progress in regards to our 7th and 8th grade remediation due to inadequate staffing for the school year. Teachers are working with students; however, within the school day to increase pass rates and growth.</p>
<p>Research shows that participation in elective courses directly correlate with increased student attendance (Taetle, 1999). Additionally, overall grades are highly correlated class attendance (Yao & Chiang, 2011). Central Davis Junior High staff and patrons believe offering a broad range of courses will increase attendance rates and thus promote stronger academic achievement in core classes. This also fulfills our mission of providing personalized, engaging, rigorous, and relevant learning experiences to all students through high quality academic instruction.</p> <p>Taetle, L. (1999). The Relationship Between Fine Arts Participation and Daily School Attendance at the Secondary Level. Contributions to Music Education, 26(1), 50–66. http://www.jstor.org/stable/24127008</p> <p>Yao, J. F. J., & Chiang, T. M. (2011). Correlation between class attendance and grade. Journal of</p>	Not progressing according to plan	<p>Our current progress towards this goal (as of the beginning of fourth term) is as follows:</p> <p>2022 Arts Enrollment/Pass Rate: 891/91.81%</p> <p>2023 Arts Enrollment/Pass Rate: 769/90.69%</p> <p>2022 CTE Enrollment/Pass Rate: 985/85.01%</p> <p>2023 CTE Enrollment/Pass Rate: 889/84.77%</p> <p>2022 Health & PE Enrollment/Pass Rate: 886/89.42%</p> <p>2023 Health & PE Enrollment/Pass Rate: 646/93.84%</p>

computing sciences in colleges, 27(2), 142-147.

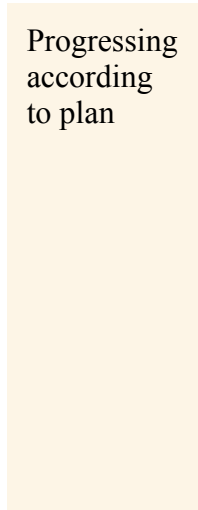
Central Davis Junior High will strengthen knowledge and capacity of Social Emotional Learning (SEL) by incorporating a standardized curriculum (year two of three) in which all student will participate.



2022 World Languages Enrollment/Pass Rate: 359/80.45%

2023 World Languages Enrollment/Pass Rate: 337/80.76%

According to our student information system, our chronic absentee rate for 2023 is 13.54% which is up from 7.3% in 2022. Our average daily attendance for 2023 is 94.4%, is down from 95.2% in 2022, up from 88.3% in 2021, but down slightly from 97.1% in 2020.



Progressing according to plan

The SEL team has completed lessons for each term of the 2023 school year. The SEL competencies that are addressed in the lessons are relationship skills, social awareness, and responsible decision-making. The committee will build the third and final year of the lessons during the 2024 school year. The intent is to have three years worth of lessons so that students who attend CDJH for 7th, 8th, and 9th grade will not have the same lesson three years in a row.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 27,731.20
B - Allocated new funds for Current Year SY22-23	\$ 128,736.47
C - Total Budget for Current Year SY22-23	\$ 156,467.67
D - Projected spending during Current Year SY22-23	\$ 112,030.34
E - Expected carryover from Current Year SY22-23	\$ 44,437.33
F - Projected new funding for Next Year SY23-24	\$ 139,690.01
G - Total projected funding for Next Year SY23-24	\$ 184,127.34

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Targeted School Improvement
<i>Goal Statement</i>	Eighty percent of our Special Education subgroup will increase proficiency levels by one or more on standardized tests in Language Arts, Math, and Science.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	<p>Comparisons between 2023 and 2024 end of year assessment data.</p> <p>Currently the 2022 school year data shows that in English Language Arts 7th grade proficiency is three percent, 8th grade proficiency is zero percent and 9th grade proficiency is zero percent. Math data shows 7th grade proficiency is four percent, 8th grade proficiency is zero percent and 9th grade proficiency is zero percent. Science data shows 7th grade proficiency at zero percent, 8th grade proficiency is zero percent, and 9th grade proficiency is 5.71%.</p>
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Our Special Education Department will meet with all Special Education Students (Students with an IEP) to set personal learning goals which incorporate the previous years standardized assessment data. 2. A Targeted Student Intervention Coach will work collaboratively with the Special Education Department to monitor progress and mentor students throughout the school year. (LAND TRUST FUNDS)
<i>This goal can be categorized as... (choose all that apply)</i>	#TSISubGroups
<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 Writing Mathematics Science
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	
<i>Will LANDTrust funds be</i>	Yes

used to support the implementation of this goal?

Goal LAND Trust Expense Total - \$14,000.00

Funding Source	Expense Category	Description	Item Cost
LAND Trust Academic	Salaries & Benefits	#2 TSI Coach	\$ 14,000.00

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

Goal Short Title

Academic Proficiency

Goal Statement

Ninety-three percent of 9th grade students will leave Central Davis Junior High with sufficient credit in core subject areas: English, Math, Science, and Social Studies and have a minimum of six credits. The Graduation Summary Listing will be used to measure the progress of this goal.

Additionally, Central Davis will increase course pass rates in all subject areas by a minimum of two percent. Power BI pass rate date will be used to assess the progress of this goal.

TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?

Measures

- Graduation Summary Listing to track 9th grade students who are on track in core areas at the end of each term and the end of the year.
- Graduation Summary Listing to track the number of credits earned and projected for each 9th grade students
- Course Pass Rate data for each subject area will be obtained from Power BI to determined the increase in overall pass rates

Action Plan (please number steps)

1. Ninth grade students will be tracked regularly throughout the school year by administration, counselors, and student success coaches. Progress will be regularly communicated with parents in order to collaboration and strengthen the student support system. (LAND TRUST FUNDS)
2. Students who are deficient will be placed in Cub Skills for remediation of credit, goal setting, mentoring and planning to stay caught up on current classes, and intervention based on student need. (LAND TRUST FUNDS)

3. Central Davis will provide a personalized, engaging, rigorous, relevant, and welcoming learning experience for all students which shall attribute to increased pass rates in all subject areas. (LAND TRUST FUNDS)
4. Central Davis will support effective collaborative team practices through stipends that focus on scope and sequence, essential standards and skills, developing common formative assessments, and organizing resources to personalize the students' course of study to address gaps in their understanding or enrich their learning as needed. (LAND TRUST FUNDS)
5. Central Davis will refresh technology with emphasis on student and teacher devices. (LAND TRUST FUNDS)

LAND Trust funding supports this goal with updated materials in the school library, teacher collaboration time, along with personnel and resources for tutoring, mentoring, and credit recovery learning.

- \$63,000 to fund:
 - Two (2) Teaching Assistants in Cub Skills to supervise remediation of credit, goal setting, mentoring and planning to stay caught up on current classes, and intervention based on student need.
 - One (1) Bilingual Parent Liaison to facilitate collaboration meetings with students and families.
 - Two (2) Student Success Coaches to assist in tracking, goal setting, work completion, and intervention.
- \$15,200 to fund ALEKS, Dreambox, iReady, and Derivita licenses, along with collaboration time for Math teachers to incorporate these resources into a newly adopted textbook. The math team will collaborate prior to the beginning of the school year to identify the scope and sequence, lessons, and assessments to ensure a smooth transition into a new school year. The personalized learning software allows students to be assessed and placed in a personalized course of study to address gaps in their understanding or enrich their learning. Teachers may also use the software to create customized re-teaching courses for students.
- \$24,774 to fund technology updates/replacements used by students and teachers to connect students, enhance learning, and monitor progress.
- \$22,665.54 to fund department/advisor requests. In order to help students meet academic standards, departments and advisors are able to request specific funds that will go towards helping students connect and engage in order to meet proficiency standards and increase pass rates:
 - All Departments: CDJH School Library Collections - \$3,500.00
 - All Departments: Hope Squad/School Connectedness & Transition - \$521.02
 - All Departments: Student Government/School Connectedness & Transition - \$2,500
 - Band: Misc. Music/Instruments Etc. - \$11,000.00
 - Counseling: Reality Town Experience - \$1,067.00
 - English: Novel/Class sets - \$2,477.52
 - Social Studies: AP Grader - \$600.00
 - SPED: Field Experiences - \$1,000.00

categorized as... (choose all that apply)

District Strategic Plan Area(s)

Student Growth & Achievement|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Reading|Writing|Mathematics|Fine Arts|Health|Science|Social Studies|Technology|World Languages|

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 - \$125,639.54

Funding Source	Expense Category	Description	Item Cost
LAND Trust Academic	Salaries & Benefits	#1 & #2: Two Cub Skills Teacher Assistants; One Bilingual Parent Liaison, Two Student Success Coaches	\$ 63,000.00
LAND Trust Academic	Salaries & Benefits	#4 Collaborative Math Team Time	\$ 7,200.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#4 ALEX, Dreambox, iReady, Derivita Personalized Learning Licenses	\$ 8,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#5 Technology Refresh	\$ 24,774.00
LAND Trust Academic	Library Books	#3 Update School's Library Collection	\$ 3,500.00
LAND Trust Academic	General Supplies, Other	#3 Hope Squad/School Connectedness & Transition to Junior High	\$ 521.02

	LAND Trust Academic	General Supplies, Other	#3 Student Government/School Connectedness & Transition to Junior High	\$ 2,500.00
	LAND Trust Academic	General Supplies, Other	#3 Band Music/Instruments	\$ 11,000.00
	LAND Trust Academic	General Supplies, Other	#3 Reality Town	\$ 1,067.00
	LAND Trust Academic	General Supplies, Other	#3 English Classroom Novel Sets	\$ 2,477.52
	LAND Trust Academic	Salaries & Benefits	#3 Social Studies AP Grader	\$ 600.00
	LAND Trust Academic	Transportation, Admission, Per Diem	#3 SPED Field Experiences	\$ 1,000.00
<p><i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i></p>				

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Academic Proficiency	LAND Trust Academic	Salaries & Benefits	#1 & #2: Two Cub Skills Teacher Assistants; One Bilingual Parent Liaison, Two Student Success Coaches	\$63,000.00
Academic Proficiency	LAND Trust Academic	Salaries & Benefits	#4 Collaborative Math Team Time	\$7,200.00
Academic Proficiency	LAND Trust Academic	Software or Technology Hardware (each item <	#4 ALEX, Dreambox, iReady, Derivita Personalized Learning Licenses	\$8,000.00

		\$5000)		
Academic Proficiency	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#5 Technology Refresh	\$24,774.00
Academic Proficiency	LAND Trust Academic	Library Books	#3 Update School's Library Collection	\$3,500.00
Academic Proficiency	LAND Trust Academic	General Supplies, Other	#3 Hope Squad/School Connectedness & Transition to Junior High	\$521.02
Academic Proficiency	LAND Trust Academic	General Supplies, Other	#3 Student Government/School Connectedness & Transition to Junior High	\$2,500.00
Academic Proficiency	LAND Trust Academic	General Supplies, Other	#3 Band Music/Instruments	\$11,000.00
Academic Proficiency	LAND Trust Academic	General Supplies, Other	#3 Reality Town	\$1,067.00
Academic Proficiency	LAND Trust Academic	General Supplies, Other	#3 English Classroom Novel Sets	\$2,477.52
Academic Proficiency	LAND Trust Academic	Salaries & Benefits	#3 Social Studies AP Grader	\$600.00
Academic Proficiency	LAND Trust Academic	Transportation, Admission, Per Diem	#3 SPED Field Experiences	\$1,000.00
Targeted School Improvement	LAND Trust Academic	Salaries & Benefits	#2 TSI Coach	\$14,000.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 139,690.01
G - Total projected funding for Next Year SY23-24	\$ 184,127.34
H - Total planned expenditures for Next Year SY23-24	\$ 139,639.54

I - Planned carryover into the Following Year SY25-26	\$ 44,487.80
J - Is planned carryover more than 10% of projected new funds?	Yes
Plan for carryover in excess of 10%	Unexpected or unused funds will be re-distributed by the CDJH Community Council in accordance with our school goals.
Plan for sharing the school LANDTrust plan with the community	Labels to identify LAND Trust purchases School website
Additional plan for sharing the school LAND Trust plan with the community.	

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/07/2023
Number who approved	7
Number who did not approve	0
Number who were absent or abstained	2