



Teacher Student Success Act TSSA Budget only

Sunset Elementary - SY 2024

Principal Jodi Rees

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 mission (purpose) of Sunset Elementary is to create successful educational experiences for all students that will help them become skilled learners. To accomplish our purpose, we provide first-rate instruction, based on research, that includes differentiation for the various needs of our students. Classroom instruction is monitored by administration. Individual student progress is frequently checked through common formative assessments, regular data meetings, professional learning communities, and teachers working within and across grade levels. This ensures differentiated instruction occurs, so all students master essential learning skills. Technology is used to support our mission by providing students access to curriculum and information, as well as various digital learning opportunities. Parents and community members work with our staff to actively engage with the student body in activities that promote personal and academic growth.

Description of the School

Community

Sunset Elementary is a Title One school located at 2014 North 250 West in Sunset, Utah, a community west of Hill Air Force Base and in the northern part of Davis School District. Our school is in a low socio-economic residential area with low-end starter homes and some apartment complexes. The majority of our students reside in Sunset, but we do have a small population of students that live in Clinton.

Student Body

We are a pre-kindergarten through sixth grade school with 314 students. The ethnic breakdown includes 65%

Caucasian, 24.8% Hispanic, 4.5% Multiple Races, and combined 2.5% for Asian, 1.3% African American/Black, 0/6% American Native, and 1.3% Pacific Islander. Sunset has 31% of its population who qualify for Free/Reduced lunch.

Staff

Our staff consists of 11 certified classroom teachers for grades K-6. We have two Special Education teachers. We have a principal and a full-time administrative intern, a full-time counselor, part-time School Technology Specialist (STS), part-time Math and Language Arts coaches, a speech pathologist and a part-time school psychologist. We also have Family Service Worker who serves students and families at our school. We have also partnered with Davis Behavioral Health to have two therapists in our building two days a week. Our preschool has one teacher and two full-time aides. Our school support staff includes seven Special Education paraprofessionals, eight Title One tutors, three classified prep time teachers, one librarian, a part-time nurse, a Health Clerk/Covid aide, and three other classroom aides. In addition, our school runs a Before/After School program that employs a part-time program manager and four assistants who help run the program. All current employees have met the necessary requirements to be considered highly qualified.

School Culture

Sunset Elementary is focused on teacher development and student learning. We provide opportunities for teachers to learn new skills and strengthen their current practices. This happens through school-wide and individual professional development, professional learning communities (PLCs), and coaching related to classroom observations. Students are provided with a variety of learning opportunities in all content areas, including Social Emotional Learning. We focus on Utah Priority Standards and work to develop quality and successful Tier one (whole class) learning experiences for all students. Sunset Elementary also works to ensure that the basic needs of our students are met. We work with several community partners to help with clothing, food, housing, and other basic needs. We also work with our local PTA and Community Council to provide additional activities and learning experiences for students and their families.

Unique Features & Challenges

We provide students with targeted small group instruction during the literacy learning block. Students get a minimum of 30 minutes of small group instruction, four times a week. The instruction in these groups is based on data and individualized learning needs. In addition, we are able to offer an extended day kindergarten schedule that allows all of our kindergarten students extra time with their teacher. Paraprofessionals assist our teachers in providing Tier two (small group) instructional support. We also have started a Tier three reading intervention program, targeted at filling reading gaps for nearly 1/3 of our students.

In addition to our Before/After school program, some of our students participate in extra-curricular activities that include; MESA, School Musical, HOPE squad, and Student Council.

Teachers will continue participate in LETRS training (Language Essentials for Teachers of Reading and Spelling), which is a Language Arts professional development geared at helping teachers understand the research and science of learning to read. Teachers will work independently and collectively to deepen their foundational understanding of reading and how to better help students improve their own reading. We have partnered with Schools Cubed to help enhance literacy instruction and supports.

Our challenges include student mobility, poverty, and home situations that create potential issues for students. Excessive student behaviors and chronic attendance issues are daily struggles we face at Sunset Elementary. Community involvement is limited despite our efforts to improve home to school connections. Most of our student population enter school with limited literacy and math background. Thus, our teachers must provide additional background knowledge and intensive skill/strategy instruction to bring students up to grade level. Technology integration is a focus with the goal of providing enhanced, engaging learning opportunities for students. Our teachers are at a variety of levels with their technology use, but all try to implement its use in unique ways. We are currently a one-to-one school with all students having access to an iPad. We continue to provide learning opportunities for teachers to enhance their use of

technology in the classroom with students.

Additional Information

Sunset Elementary has implemented many Positive Behavior Interventions and Supports (PBIS) throughout the 2022-2023 school year. We have seen a significant decrease in Office Discipline Referrals. We have seen a decrease in Chronic Absenteeism.

Needs Analysis

Notable Achievements

Retaining quality teachers is something we are proud of at Sunset Elementary. This past year, we hired two new teachers; one to replace a teacher taking another position and one to pick up a half-day kindergarten session. This helps maintain continuity in school policies, procedures, and professional development. Teachers have devoted additional time to their LETRS work in completing professional development and implementing what they have learned.

We have decreased chronic absenteeism by nearly 10% and from 108 students to 73 students who are considered chronically absent. We have also decreased the number of Office Discipline Referrals from 285 in the 2021-2022 school year to 83 in the 2022-2023 school year.

We were designated a Model School for Positive Behavior Interventions and Supports (PBIS) Tier 1 by the District Tiered Supports Staff. This means we have implemented Tier one PBIS strategies school-wide.

We hosted our first annual Spanish Family Night for our families of ELL students. We had 20 families come and provided them with a night for food, fun, and making new friends. We hope to continue this night in future years.

Areas of Recent Improvement

The majority of our staff, minus three new teachers, have completed the LETRS training. We have seen teacher take what they have learned and apply it into their daily teaching practices.

This school year, we have partnered with School Cubed, an educational consulting firm, to help us improve our literacy efforts. Together, our work has helped us improve the specificity and intentionality of our whole group and intervention work with literacy.

We have seen a significant decrease in the number of Office Discipline Referrals by nearly 60% by being intentional with school-wide expectations and celebrating positive behaviors. We have also seen a slight decrease in our Chronic Absentee rate. We have found success if working with the DSD Tiered Supports Team in our efforts.

Areas of Needed Improvement

Based on school RISE data from Power BI, Sunset Elementary is scoring low in the proficiency of our students in all subject areas (28.5% in Language Arts. 23.25% in Math. 35% in Science). We generally do a great job in growing students but are falling significantly short in proficiency levels. We need to give special attention and support to our Special Education students as we were identified as a TSI school.

We continue to improve our efforts with PBIS (Positive Behavior Interventions and Supports) so that we continue to see a decrease in office discipline referrals and chronic absenteeism. Along with this, we want to improve our efforts in supporting students with positive social emotional experiences that will help them learn skills to be successful in life.

TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 9,884.63
TSSA Current Year SY22-23 New Funding	\$ 49,402.00
TSSA Total funding for Current Year SY22-23	\$ 59,286.63
TSSA Current Year SY22-23 Anticipated Spending	\$ 53,695.39
TSSA Expected balance carried over into Next Year SY23-24	\$ 5,591.24
TSSA Anticipated new funding for Next Year SY23-24	\$ 56,448.00
TSSA Total funding available for Next	\$ 62,039.24

Year
SY23-24

Describe
your
school's
Current
Year
SY22-23
Progress
for TSSA
Spending

We anticipated paying for paraprofessionals, but most of these salaries were covered with CARES and ESSER funds for this school year. We were able to partner with Davis Behavior Health and spent \$10,000 to get therapists in our building two days a week. This has been a huge benefit to our students and families. We were also able to purchase decodable books for our students to use during literacy instruction. In addition to these books, we purchased SIPPS, a Tier three reading intervention program. Currently, 1/3 of our students are involved in the SIPPS program. We also purchased IXL and Gizmos as supplemental learning software for the school.

We were able to purchase Logitech pens for all students to use with their iPads as well as supplement our Refresh efforts for technology.

SEL Goals and Planned Actions / Resources

<i>Choose the focus of this SEL goal then select all applicable programs from the dropdown boxes</i>	Building Foundational Knowledge and Capacity Promote SEL for Students.
<i>Building school SEL foundational support, commitment, and ownership</i>	School Community SEL Events Parent Outreach
<i>SEL with faculty and staff:</i>	SEL School Team Support & Training Mindfulness and SEL Skill Building
<i>Promoting SEL for students -- Explicit Instruction</i>	Counselor Developed Lessons Learning to Breathe (6th and 10th Grade) Nearpod (free Pre-K-12) Pure Edge, Inc. (Free Pre-K-12)
<i>The summarized SEL goal</i>	
<i>Promoting SEL for students -- Daily practices integrated in classroom instruction</i>	Welcoming Routines: : Start the school day or class period, to build community and connect to the work ahead. Strategies for Engaged Learning: Embed engaging strategies throughout the school day or class period to anchor learning, provide processing time, or re-focus.
<i>Promoting SEL for students -- Schoolwide and Classroom Learning Environments</i>	Restorative Practices Trauma Sensitive Practices Positive Behavior Supports Classroom Management Attendance Practices
<i>SEL Goal Statement</i>	Sunset Elementary will provide a safe and support learning environment by strengthening students' SEL skills for self-awareness and self-management.

<i>This school SEL goal and implementation plan will be measured by using</i>	DSD SEL Walkthrough DSD Climate Survey School Data												
<i>Our school needs professional learning in</i>	SEL School Team Training Direct Instruction using SEL Curriculum Restorative Practices Positive Behavior Supports Trauma Sensitive Practices												
<i>SEL Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Solidify SEL team to support the school. 2. Create a plan to promote SEL practices with students. 3. Implement Learning to Breathe class for 6th grade students. 4. Develop a monthly focus for SEL strategies and provide teachers/students/parents with supports to learn and implement these. 5. Use school counselor to support student needs through counseling and classroom lessons. 6. PBIS strategies and practices will be implemented school-wide. (LAND TRUST FUNDS) 												
<i>SEL Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$12,000.00</p> <table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>TSSA</td> <td>General Supplies, Other</td> <td>#6 PBIS supports for teachers/classrooms</td> <td>\$ 2,000.00</td> </tr> <tr> <td>TSSA</td> <td>Salaries & Benefits</td> <td>Two therapists, one day each, from Davis Behavioral Health.</td> <td>\$ 10,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	General Supplies, Other	#6 PBIS supports for teachers/classrooms	\$ 2,000.00	TSSA	Salaries & Benefits	Two therapists, one day each, from Davis Behavioral Health.	\$ 10,000.00
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Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Reading
<i>Goal Statement</i>	Increase the percentage of K-3 students making typical or better reading progress on Acadience Reading Pathways of Progress from beginning of year (BOY) to end of year (EOY) to 65%.
<i>TSI SCHOOL</i>	

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

Measures

- Acadience Reading Benchmark scores
- Acadience Reading Progress Monitoring scores
- Classroom reading data
- Progress in SIPPS program (small group Tier III reading intervention)

Action Plan (please number steps)

1. (Admin)Observe Tier I and small group literacy instruction.
2. (Admin)Provide feedback to teachers on their Tier I literacy instruction.
3. (Admin) Provide professional development relative to Tier I instructional needs.
4. (Admin) Provide paraprofessionals to support small group learning opportunities for students. Salaries for paraprofessionals. (LAND TRUST)
5. (Teachers) Provide quality Tier I instruction following the DSD framework, planning guides, and routines.
6. (Teachers) Progress Monitor students in Acadience Reading at recommended intervals.
7. (Teachers) Participate in data meetings to discuss teaching practices and learning outcomes.
8. (Teachers) Intentionally plan for small group instruction.
9. (Teachers) Have students reading from text on a daily basis.
10. (Students) Read at home 20 minutes per night.
11. (Students) Work hard in class to increase reading fluency and accuracy.
12. (Students) Participate in all literacy learning activities.

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

#PD|#TSISubGroups|#TeacherLeaders|#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?

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

academic achievement.

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$19,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Salaries for paraprofessionals	\$ 19,500.00

Goal Short Title

TSI

Goal Statement

Increase the number of Special Education students scoring proficiently, using RISE data, by at least three students, while continuing to grow the academic success of all students.

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

Measures

- RISE Benchmark scores in Language Arts, Math and Science
- RISE Interim test scores
- Classroom assessments

Action Plan (please number steps)

1. (Admin) Observe Tier I and small group literacy, math and science instruction.
2. (Admin) Provide feedback to teachers on their Tier I instruction.
3. (Admin) Provide professional development relative to Tier I instructional needs.
4. (Admin) Provide paraprofessionals to support small group learning opportunities for students.
5. (Admin) Provide other needs to support teachers and students in learning, including but not limited to software for additional educational experiences.
6. (Teacher) Give RISE Benchmark and Interim tests according to school created testing schedule.
7. (Teacher) Review RISE data and classroom assessment data.
8. (Teacher) Participate in data meetings.
9. (Teacher) Provide multiple learning opportunities for students throughout the day/week.
10. (Students) Actively participate in daily learning activities.
11. (Students) Ask for support when needed.

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

#TSISubGroups|#CollegeCareerReady|

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|

<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>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i>									
<i>Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$1,000.00								
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TSSA	Online Curriculum or Subscriptions	Additional math software licenses	\$ 1,000.00						

Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Building Foundational Knowledge and Capacity Promote SEL for Students.	TSSA	General Supplies, Other	#6 PBIS supports for teachers/classrooms	\$2,000.00
Building Foundational Knowledge and Capacity Promote SEL for Students.	TSSA	Salaries & Benefits	Two therapists, one day each, from Davis Behavioral Health.	\$10,000.00
Reading	TSSA	Salaries & Benefits	Salaries for paraprofessionals	\$19,500.00
TSI	TSSA	Online Curriculum or Subscriptions	Additional math software licenses	\$1,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 56,448.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 62,039.24
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of ADDITIONAL contract day for teachers using TSSA funds	\$ 5,657.25
3. Total planned TSSA expenditures for Next Year SY23-24	\$ 38,157.25
4. Planned TSSA carryover into the Following Year SY25-26	\$ 23,881.99
Does the school plan to fund teacher leadership opportunities with TSSA funds?	

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:

SIPPS--Tier 3 reading intervention

Acadience Math

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

Choose all that apply

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

Website|Newsletter|Meeting|Available in Office or Library|

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

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

3. Instruction by highly qualified teachers. The school will provide this information to Federal Programs by October 1.

Title I Plan / TSSP: Which evidence-based methods, instructional strategies and programs are used to strengthen the school-wide program?

Professional Learning Communities/Davis Collaborative Teams|

4. Professional Development Plan

Title I Plan / TSSP: Other evidence-based methods used by your school

SIPPS|Spire|MTSS|PBIS|Heggerty

SIPPS, Heggerty, PBIS

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:

Work in PLC teams to analyze data.

Intentional data analysis for all students.

Provide PBIS strategies school-wide

6. Parent Involvement

Districtwide practices for parent involvement include the following:

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

Additional schoolwide practices for parental involvement include the following:

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

Districtwide practices for parent involvement include the following:

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

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

7. Transition from early childhood programs to elementary, and from elementary to junior high school.

Districtwide practices for transition include the following:

- Information about kindergarten round-up is posted on the school marquee, sent to local preschools, and shared with religious and community leaders.*
- Letters are sent to the homes of preschool children.*
- Elementary schools communicate annually with junior high schools to facilitate 6th-7th grade transitions.*
- School staff coordinates with Head Start, Title I Preschool and other preschool programs within school boundaries.*
- Principal visits Head Start and Title I Preschools during the year to meet the students.*
- Parents and preschoolers are invited to a kindergarten round-up.*
- Parents and preschoolers are provided materials to prepare for kindergarten.*
- Junior high school counselors meet with students to plan schedules and facilitate 6th-7th grade transitions.*

Additional schoolwide practices for transition include the following:

Plan Evaluation and Stakeholder Involvement: How does your school share the Family Policy/Compact with stakeholders?

ILP Conferences|Back to School|Federal programs video|

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?

Funds will be used for salaries for paraprofessionals who will support teachers in small group instruction times, which will be targeted to meet the individual needs of students.

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.

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