



Teacher Student Success Act TSSA Budget only

Vae View Elementary - SY 2024

Principal Chris Laypath

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 Vae View Elementary is to promote the mission of learning first for all. To accomplish our purpose, we have a clear vision of best practices that are leading the school towards excellence. We believe all students can learn through high expectations and individualized learning opportunities. Every day, every child, in every Vae View classroom learns, grows, and feels respected. Administration and staff are interested in and concerned about student welfare. Classrooms are regularly visited and feedback is left with teachers regarding their explicit instruction, classroom environment, and student engagement. All staff members have high expectations for student achievement and student learning is discussed in weekly PLC (Professional Learning Communities) meetings and quarterly data team meetings. Faculty members create a positive and collaborative learning environment and are committed to all stakeholders. Family members have numerous opportunities to be engaged in their student's education and be included in all activities at the school. Our teachers and parents also have the option to participate in Home Visits for each of their students.

Description of the School

Community

Vae View Elementary School is in a suburban location. The school address is located at 1750 West 1600 North, Layton, Utah. Our school community is diverse in languages and cultures represented.

Student Body

Vae View Elementary has 375 students enrolled, including the title one and head start preschools, essential elements preschool and three social behavior special education classrooms. Based on that number the school demographics are as follows, 48.9% Caucasian, 2.8% African American, 40.6% Hispanic, 2.2% multiple race, and 2.8% Pacific Islander. Based on our current enrollment, 67% of our students have been identified as economically disadvantaged and 23% have been identified as Multi Language students. English Proficiency levels. Twenty two percent of our students have been identified as needing services in either resource, essential elements preschool or one of our three social behavior classrooms.

Staff

The faculty at Vae View Elementary are certified and/or meet highly qualified standards. Most teachers are ESL endorsed or in the process of becoming endorsed. We have 12 regular education classroom teachers. In addition, there is one certified Special Education teacher for our resource program and an additional three certified Special Education teachers who teach in two Social Behavior Classrooms located at Vae View for grades 3 through 6. The staff also includes a Literacy and a Math Coach. Vae View Elementary also houses a Head Start, Title one and Essential Elements Preschool Program.

School Culture

Vae View Elementary embraces diversity. The student body is made up of different ethnic backgrounds and cultures. We celebrate these differences and promote unity as well as individuality. Our success hinges on accepting, valuing, and respecting all cultures and beliefs. This acceptance is evident in the school's policies and procedures such as the school wide behavioral plan and school improvement plan where parent involvement has been identified as vital to the successes of our students. The faculty is welcoming and collaborative in their efforts to improve their craft and help students to be educationally successful. We have a house system at Vae View where each student is randomly assigned to one of four houses. This helps build connections and relationships across grade levels.

Unique Features & Challenges

Attendance has been a significant issue at our school since the global pandemic. . At Vae View, a large percentage of our students are economically disadvantaged and face many challenges related to housing security, etc.... We are a small school and some grade levels have only one or two teachers which can be challenging. Additionally, language barriers between home and school can create challenges for parents, students, and teachers.

Additional Information

Needs Analysis

Notable Achievements

Vae View began a new multi-cultural club this year. It has provided students an opportunity to learn about different cultures in an interactive way. . We have an Infini-D lab and makerspace classroom. We have witnessed academic growth as we have used the SPIRE program with some of our struggling readers. Our 5th grade students participate in the Starbase program at Hill Air Force Base. We have adopted the MoveThis World SEL program and witnessed great gains in students using those tools to problem solve.

Areas of Recent Improvement

Vae View Elementary continues to implement an SEL Program (Move This World) that we began three years ago. We are seeing students implement stress management techniques with more frequency that they are learning from this program. We are on our third year of using the SPIRE and Sound Sensible reading intervention programs and are seeing growth in those areas. Our school staff is the most ethnically diverse it has been in the past 10 years which is important since our student population is so ethnically diverse. All of our teachers are taking LETRS training to improve reading instruction, learning, and achievement in all grade levels. While we are not officially participating in CMI this year. Teachers are still implementing CMI practices into instructional activities with students.

Areas of Needed Improvement

Approximately 20% of our student are chronically absent. We are improving in academic growth scores but our overall student proficiency is low and needs to improve. We were identified this year as a TSI school with our Hispanic population meaning there overall proficiency is lower than the rest of the school and has been targeted to improve.

TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 57,365.32
TSSA Current Year SY22-23 New Funding	\$ 47,065.00
TSSA Total funding for Current Year SY22-23	\$ 104,430.32
TSSA Current Year SY22-23 Anticipated Spending	\$ 12,000.00
TSSA Expected balance carried over into Next Year SY23-24	\$ 92,430.32
TSSA Anticipated new funding for Next Year SY23-24	\$ 58,049.00
TSSA Total funding available for Next Year SY23-24	\$ 150,479.32
Describe your school's Current Year SY22-23 Progress for TSSA Spending	We are using TSSA funding to pay for an aide to help students with SEL skills and tutor students as needed. We are also saving money to be spent next year on classroom aides to compensate for the money leaving with ESSERS money being gone.

SEL Goals and Planned Actions / Resources

<i>Choose the focus of this SEL goal then select all applicable programs from the dropdown boxes</i>	Promote SEL for Students.
<i>Building school SEL foundational support, commitment, and ownership</i>	
<i>SEL with faculty and staff:</i>	
<i>Promoting SEL for students -- Explicit Instruction</i>	Move This World
<i>The summarized SEL goal</i>	
<i>Promoting SEL for students -- Daily practices integrated in classroom instruction</i>	Strategies for Engaged Learning: Embed engaging strategies throughout the school day or class period to anchor learning, provide processing time, or re-focus. Welcoming Routines: : Start the school day or class period, to build community and connect to the work ahead.
<i>Promoting SEL for students -- Schoolwide and Classroom Learning Environments</i>	Restorative Practices Trauma Sensitive Practices Positive Behavior Supports
<i>SEL Goal Statement</i>	Vae View Elementary will provide a safe and supportive learning environment by strengthening student SEL skills in self-management with specific focus on coping skills.
<i>This school SEL goal and implementation plan will be measured by using</i>	DSD Climate Survey
<i>Our school needs professional learning in</i>	Trauma Sensitive Practices Restorative Practices
<i>SEL Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Administration and School SEL Team will model and train all faculty to use the three SEL Daily Practices. 2. SEL school team will look at Move This World Data and data from Power BI to assess effectiveness of SEL and PBIS strategies. 3. Admin will encourage Move this World and other SEL practices through formal and informal observations. 4. Student Council and Junior Hope Squad will provide informal feedback about efficacy of SEL practices quarterly. 5. Admin will provide a calm space for students to use.

SEL Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$31,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Salary and Benefits for aide who is trained through the safety aide program to provide support for students who need it. Also to be in our wellness room (Colt Corner) to support student who need help with coping skills and emotional regulation	\$ 19,000.00
TSSA	Salaries & Benefits	Salary and benefits for aide to help provide emotional and academic support for students, both in colt corner and in the classroom	\$ 12,000.00

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	TSI student population goal
<i>Goal Statement</i>	Vae View will increase the amount of academically proficient Multilanguage (ML) students by five percent as Measured by RISE from 2022-2023 to 2023-2024.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Vae View was identified as a Targeted Support and Improvement Cohort in 2021-2022 for the ML student subgroup. We will use 2023 and 2024 RISE scores in Language Arts, Math and Science to measure if goal is successful.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. ELL Tutor will work on higher order thinking skills with ML students designated as ELL. Data from RISE Benchmarks will be used for this tutoring 2. Every grade 3-6 classroom will administer RISE Benchmarks and use data from these benchmarks to guide instruction 3. Rise testing will be administered in Spanish as deemed appropriate. 4. "Bubble" students will be identified. These are students that only missed or made proficiency by a few percentage points and special emphasis will be placed on tier two instruction with these students.

5. Teachers will follow standards-based Tier I instruction including:
 - Following guidelines for recommended reading instructional minutes daily in a Title one school.
 - Implementing practices learned during Language Essentials for Teachers of Reading and Spelling (LETRS) professional development into whole and small group instruction with students.
 - Use technology and adaptive software to support personalized learning.
 - Ongoing use of formative and summative assessments to determine instructional need during whole class, small groups, and targeted interventions.
 - Ongoing professional development provided by Literacy coach to target specific needs of targeted group. (LAND TRUST FUNDS)

6. Continue using Specialized Program Individualizing Reading Excellence (SPIRE) for Tier III Reading Interventions.

7. Aides will work with students in small group and individually on targeted Interventions. (LAND TRUST FUNDS)

8. Purchase additional ipads, laptops, software licenses, technology hardware, and headphones to assist students in learning.

9. Latinos in Action (LIA) students from the local high school will tutor students from the Multi Language student subgroup in deficit areas identified by teachers.

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

#TSISubGroups|#DiversityEngagementInclusion|#Tech|#PCBL|

District Strategic Plan Area(s)

Student Growth & Achievement|Culture|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Reading|Mathematics|Science|

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

Goal TSSA Expense Total - \$0.00

<i>Goal Short Title</i>	Literacy
<i>Goal Statement</i>	Sixty five percent of K-3 Students will score typical or greater progress on End of Year (EOY) Pathways to progress Acadience Scores. Vae View will also increase student proficiency by five percent from Beginning of Year (BOY) to End of Year (EOY) 2024.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Acadience Reading Pathway to Progress and Acadience Reading EOY Proficiency data.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none">1. Teachers will be coached by our full-time Literacy Coach to follow standards-based Tier I instruction including:<ol style="list-style-type: none">A. Follow guidelines for Title I schools for recommended instructional block of reading instruction daily.B. Implementing practices learned during Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development into whole and small group instruction with students.C. Ongoing use of both formative and Summative Assessments to determine instructional needs during whole class, small groups, and targeted interventions.D. Ongoing professional development provided by Literacy Coach and District Personnel as needed to target specific English Language Arts (ELA) needs of Vae View Elementary faculty.2. Monthly Professional Learning Community (PLC) grade level collaborative team meetings targeting language arts with support from administration and literacy coach to collaborate and plan instruction, common formative assessments, etc.3. Vae View will develop guiding coalition of instructional leaders (i.e., teachers, administrators, coach) to help direct school vision and mission in regard to Language Arts instruction and learning.4. Continue to use Specialized Program Individualized Reading Excellence (SPIRE) program and Sounds Sensible program as reading interventions for grades K-6.5. Continue to have two Full Day Kindergarten classrooms to give students extended time to learn reading skills.6. Purchase additional ipads, laptops, software licenses, technology hardware, and headphones to assist students in reading instruction and personalized reading instruction. (LAND TRUST FUNDS)

<i>This goal can be categorized as... (choose all that apply)</i>	#PD #Tech #PCBL								
<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								
<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 - \$25,000.00								
	<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>Salaries & Benefits</td> <td>Salary and Benefits for two classroom assistants</td> <td>\$ 25,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Salary and Benefits for two classroom assistants	\$ 25,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
TSSA	Salaries & Benefits	Salary and Benefits for two classroom assistants	\$ 25,000.00						

<i>Goal Short Title</i>	Math
<i>Goal Statement</i>	The number of students (3-6) scoring as proficient on RISE End of Year State Assessment will increase by five percent from 2023 to 2024. In addition, we will see five percent more students (k-2) at or above benchmark as measured by Acadience Math End of Year (EOY) 2024 as compared to Beginning of Year (BOY) 2024.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	RISE State Math Assessment for grades 3-6 and Acadience Math Benchmarking for grades K-2

Action Plan (please number steps)

1. Teachers will follow standards-based Tier I instruction including:
 - A. Follow guidelines for Title I schools for recommended instructional block of math instruction daily.
 - B. Use of technology and adaptive software to support individual learning
 - C. Ongoing use of both formative and Summative Assessments to determine instructional needs during whole class, small groups, and targeted interventions.
2. Once a month Professional Learning Community (PLC) grade level collaborative team meetings targeting essential math standards with support from administration to collaborate and plan instruction, common formative assessments, etc.....
3. Vae View will develop guiding coalition of instructional leaders (i.e., teachers, administrators, coach) to help direct school vision and mission in regard to Math instruction and learning.
4. Tutors will be used under the direction of the classroom teacher to assist students in practicing math concepts and working with students on addressing specific math deficits.
5. Continue to have two Full Day Kindergarten classrooms to give students extended time to learn reading skills.
6. Purchase additional ipads, laptops, software licenses, technology hardware, and headphones to assist students in reading instruction and personalized reading instruction.
7. Purchase adaptive math software (e.g., I-Ready, ST Math) as an additional tool for students to strengthen math skills. (LAND TRUST FUNDS)
8. Renew license for Infini-D lab to integrate math standards for students in an engaging environment. (LAND TRUST FUNDS)
9. Continue to add 7.5 hours a week to our Davis Enhanced Education Program (DEEP) specialist to provide school wide enrichment in math (e.g., STEM Olympiad) and other curriculum areas. (LAND TRUST FUNDS)

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

#PD|#Tech|#PCBL|

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?

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 - \$0.00

Additional TSSA Questions

Budget Item List

Goal Title	Funding Source	Expense Category	Description	Item Cost
Literacy	TSSA	Salaries & Benefits	Salary and Benefits for two classroom assistants	\$25,000.00
Promote SEL for Students.	TSSA	Salaries & Benefits	Salary and Benefits for aide who is trained through the safety aide program to provide support for students who need it. Also to be in our wellness room (Colt Corner) to support student who need help with coping skills and emotional regulation	\$19,000.00
Promote SEL for Students.	TSSA	Salaries & Benefits	Salary and benefits for aide to help provide emotional and academic support for students, both in colt corner and in the classroom	\$12,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 58,049.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 150,479.32
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	\$ 6,152.00
3. Total planned TSSA expenditures for Next Year SY23-24	\$ 62,152.00
4. Planned TSSA carryover into the Following Year SY25-26	\$ 88,327.32
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:

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:

Diagnostic Information from I-Ready and other software programs.

Student goals from Home Visits

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|Meeting|

2a. Other school reformsto be implemented

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

1. Vae View will increase the amount of academically proficient Hispanic students by five percent as Measured by RISE from 2022-2023 to 2023-2024.

2. Sixty five percent of K-3 Students will score typical or greater progress on End of Year (EOY) Pathways to progress Acadience Scores. Vae View will also increase student proficiency by five percent from Beginning of Year (BOY) to End of Year (EOY) 2024.

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?

1. Vae View will increase the amount of academically proficient Hispanic students by five percent as Measured by RISE from 2022-2023 to 2023-2024.
2. The number of students (3-6) scoring as proficient on RISE End of Year State Assessment will increase by five percent from 2023 to 2024. In addition, we will see five percent more students (k-2) at, or above benchmark as measured by Acadience Math End of Year (EOY) 2024 as compared to Beginning of Year (BOY) 2024.

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|Collaborative Coaching|

4. Professional Development Plan

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

SIPPS|Spire|MTSS|PBIS|Heggerty

SPIRE, MTSS, PBIS, Heggerty, Teacher Home Visits, U-Fly,

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:

- 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.

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:

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 one program and informing parents of their right to be involved.
- Parents are invited to attend a planning meeting in spring to review the Title one 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.

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

Districtwide practices for transition include the following:

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

Additional schoolwide practices for transition include the following:

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

[Back to School](#)|[School Websites](#)|[Federal Programs Website](#)|

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 are used to provide research based interventions such as SPIRE to identified students. Aides allow teachers to provide small group instruction to students and personalize learning. This year we are already close to meeting our literacy goal based on. Purchased software programs and devices for students allow teachers to promote personalized learning and provide remote instruction when necessary. All paraprofessionals that work directly with students meet the definition of highly qualified.

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.

Progress is being made towards goals. Tutors work directly with students under the guidance of teachers and our Literacy Coach to address specific skills deficits. All paraprofessionals that work directly with students meet the definition of highly qualified.

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

Vae View seeks the input of stakeholders including teachers and parents. Funds are all used to further TSSP goals and to positively affect student academic outcomes. Funds are used to impact student success in Language Arts, Math, and Science.