



Teacher Student Success Act TSSA Budget only

North Davis Jr - SY 2024

Principal Cerissa Thompson

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 North Davis Jr. is to promote the mission of learning first for all. To accomplish our purpose, we will ensure that all students and staff: 1. Grow personally and develop strong character, 2. Learn to communicate fluently and confidently with others, and 3. Acquire the ability to think, reason, and positively influence their community.

Description of the School

Community

North Davis Junior High is located in Clearfield, Utah. It has served Clearfield and surrounding communities since 1939. Our community was fortunate to have a new school built which was opened in August 2005. As of April 1, 2023, North Davis serves 911 students with a staffing of 122 highly qualified and caring individuals.

Student Body

STUDENT BODY: North Davis Junior High currently has 911 students with the following student demographics-

- Grades: 7th Graders-284, 8th Graders-325, 9th Graders-302
- Ethnicity: 62% White, 27% Hispanic/Latino, four Multiple Races, two percent Black or African American, three percent Native Hawaiian or Other Pacific Islander, one percent Asian, one percent American Indian or Alaskan

Native Poverty

- Fifty-five percent Economically Disadvantaged.
- Thirteen percent ELL.
- Eighteen percent Special Education Services.

Staff

STAFF: North Davis Junior High has a professional staff of 49 certified teachers; three guidance counselors; and four administrators. We have 40 classified employees that support nutritional services, custodial services, after school programs, teacher assistants, and student remediation.

School Culture

The culture of North Davis Junior High is centered on continuous learning for all students and professionals. Our teaching staff uses Professional Learning Communities (PLCs) to collaborate, and efficiently meet the learning needs of our student body through reflecting on professional practice. In addition to meeting the needs of students, our PLC's drive our professional development based on student outcome measures and data. Our class master schedule features a double blocked schedule in math, language arts, and science; as well as a mentoring period that provides additional curricular, social, and emotional support that enriches or remediates our students' academic experience. North Davis is a Title One school. This classification has placed increased emphasis on our standardized student assessments, seeing that our students demonstrate growth on these measures is a priority.

Unique Features & Challenges

North Davis Junior High School has a culturally diverse student population. This diversity combined with consistent high quality instruction provides positive learning experiences for our students. Our strength as a school is most certainly found in the diversity of our student body. North Davis has strong partnerships with the community that allows for a successful cooperation regarding the sharing of the city and school recreation facilities. In addition to the shared city resources, several other community partnerships are extensively utilized at North Davis such as Davis Behavioral Health, Boy's and Girl's Club, Juvenile Justice, Communities that Care, Parent-Teacher-Student Association, AmeriCorps, United Way, and Hill Air Force Base. These partnerships provide additional services and valuable enrichment to our students' experience. City, and other community leaders, have been, and continue to be very supportive of North Davis Junior High School. The above mentioned resources help us to best meet the needs of all our students. North Davis, as a school, has a higher ratio of lower income student households (free and reduced lunch rates) than other junior high schools in our county. Community resources are invaluable in ensuring students have opportunities and experiences they may not have access to outside of school.

Additional Information

Our five-by-five, A/B schedule, double blocks all math classes, double blocks all language arts classes, except honors, and double blocks all science classes, except honors and 9th grade Earth Science. Double blocking math, language arts and science gives our students more time in these critical areas. This will help them be more prepared and successful in high school, college, and careers.

Needs Analysis

Notable Achievements

North Davis Junior High continues to experience excellent learning growth. We are a leader in personalized

competency-based education focusing on students having the ability to demonstrate learning throughout the year. North Davis faculty and staff believe all students can learn. We are focused on teacher collaboration and have resources in place to ensure students receive timely support.

North Davis continues to increase student growth each year in ELA- 67.2%, math- 68.3%, science-64.6%, and overall 67.3%.

We were one of on two schools out of 17 junior highs that saw significant growth with their ELL students.

Areas of Recent Improvement

North Davis continues to focus on student needs. We have increased the supports for our students who struggle to learn by offering more time for study skills and implementing our mentoring program for all students. Every student has an adult mentor in the building who meets with them to assess goals and progress.

This last school year, we have hired more people to support student learning. Additionally, our core classes have focused their learning on cognitive or 21st century skills.

North Davis has also implemented a positive behavior intervention system to help teach and reinforce positive behaviors.

In addition to academics, North Davis has implemented a tiered response to chronic absenteeism- we have decrease our numbers by seven percent this current school year.

Areas of Needed Improvement

North Davis needs to help more students be on track for graduation and ready to perform in a 21st century learning environment and continue to work on chronic absenteeism.

TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 2,137.79
TSSA Current Year SY22-23 New Funding	\$ 161,722.00
TSSA Total funding for Current Year SY22-23	\$ 163,859.79
TSSA Current Year SY22-23 Anticipated Spending	\$ 148,860.00
TSSA Expected balance carried over into Next Year SY23-24	\$ 14,999.79
TSSA Anticipated new funding for Next Year SY23-24	\$ 184,956.00

TSSA Total funding available for Next Year SY23-24 \$ 199,955.79

Describe your school's Current Year SY22-23 Progress for TSSA Spending Our spending for TSSA is on track to be spent on professional development, teacher stipends, productivity periods for teachers, student success coordinators, and 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>	Strengthen Adult SEL Promote SEL for Students.
<i>Building school SEL foundational support, commitment, and ownership</i>	School Community SEL Events
<i>SEL with faculty and staff:</i>	SEL School Team Support & Training Mindfulness and SEL Skill Building Mindful Space for Faculty
<i>Promoting SEL for students -- Explicit Instruction</i>	Learning to Breathe (6th and 10th Grade) Nearpod (free Pre-K-12) Teacher/Advisory Developed Lessons
<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.
<i>Promoting SEL for students -- Schoolwide and Classroom Learning Environments</i>	Restorative Practices Positive Behavior Supports Classroom Management Attendance Practices
<i>SEL Goal Statement</i>	North Davis Junior High will improve school climate for: 1) Students- All teachers will regularly implement three daily SEL Practices, and 2) Faculty- Administration will provide the faculty with <ul style="list-style-type: none">• The competencies that adults need in order to manage stress and create a safe and supportive classroom environment,• The skills and mindsets that adults need to effectively embody, teach, model and

- coach SEL for students, and
- Activities that will help with the overall well-being and emotional state.

This school SEL goal and implementation plan will be measured by using

DSD SEL Walkthrough
 DSD Climate Survey
 Other Survey Data (e.g. Evaluate Davis, SHARP, OEO, USBE, etc.)

Our school needs professional learning in

SEL School Team Training
 SEL 3 Daily Practices Integrated in Classroom Instruction
 Positive Behavior Supports
 Attendance Practices
 Faculty and Staff Mindfulness Practices

SEL Action Plan (please number steps)

1. Administration and School SEL Team will model and train all faculty to use the three SEL daily practices.
2. Provide time for educators to review SEL for educator modules provided by district- PLC's discuss areas of need.
3. PLC teams will review SEL Daily Practices and provide the SEL Team with successful strategies from district.
4. Members of the SEL team or other faculty members will share SEL strategies at every faculty meeting.
5. Provide PD on professional days on SEL practices and strategies that teachers can choose from.
6. SEL School Team will compile SEL Daily Practices used successfully by teachers in shared drive for access.
7. Admin will encourage using three SEL Daily Practices in classrooms through both formal and informal observations. and send recognition notes to teachers who are using the SEL Daily practices.
8. Student leadership groups will provide informal feedback about three SEL Daily Practices to School SEL Team quarterly.
9. Teachers provide feedback about SEL practices used and what they would like to have PD on moving forward.

SEL Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$18,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	General Supplies, Other	Teacher/staff activities for emotional andy physical well being	\$ 5,000.00
TSSA	Salaries &	Work days for writing and	\$ 5,000.00

	Benefits	implementing curriculum	
TSSA	General Supplies, Other	Student activities for emotional and physical well being	\$ 5,000.00
TSSA	Salaries & Benefits	Stipends for SEL team planning and implementing plan	\$ 3,000.00

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	On Track for Graduation
<i>Goal Statement</i>	Research has established that the quality of teacher-student interactions and the instructional practices that take place within the classroom are two important predictors of student academic performance and social adjustment (Hattie, 2012). Through the use of personalized and competency based learning, response to intervention and student mentoring at least 85%, increasing two percent each year, of our 9th graders will leave North Davis Junior High on track for graduation.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	<p>Passing rates in ELA, math, science, social studies.</p> <p>Passing rates in other required classes- PE and CTE.</p> <p>Passing rates in elective classes.</p> <p>Looking at number of students who have passed classes for term one, term two, term three and term four.</p> <p>Look at teacher failing percentages for each term.</p> <p>Remediation data from each term.</p> <p>Summer school make up numbers.</p> <p>Comparing the past numbers of students on track to current number of students on track.</p>
<i>Action Plan (please number steps)</i>	1. Teachers will provide twenty-four/seven access to curriculum and resources on a learning management system: which allows students access to materials to complete assignments, projects, study for assessments and prepare for presentations outside of school and during their mentoring class period.

2. Students will have opportunities to demonstrate learning throughout the year or semester; standards based grading allows students to become aware of their own abilities which leads to becoming stronger and more self directed learners.
3. Students will meet with their mentor teacher three-four times per term; this helps students engage in the process of self-reflection which can help assessing strengths and weaknesses and setting goals, it also allows for students to make connections.
4. Teacher assistants and AmeriCorps employees will be employed to help with student learning and credit recovery. They work under teacher and administrative supervision to give students added educational support and instruction. (LAND TRUST FUNDS)
5. Teachers will be paid extra to teach additional classes to lower class sizes and increase the number of classes offered (teacher productivity periods) Smaller class sizes create fewer discipline problems and engage in more pro-social behavior, allowing teachers to devote more time to instruction.
6. Study Skills classes will be offered to support learners who are struggling. This course is designed to help students develop and use study skills that will help them become successful learners. Example of skills that will be covered are time management, organization, test taking skills, goal setting, and presentation skills.
7. Technology will be purchases to provide continuous and better access to curriculum. Several advantages exist for students using laptops, including more efficient and detailed note taking, faster writing and editing, and convenient group work and study. (LAND TRUST FUNDS)
8. Community Council approved teacher grants will be provided for teachers to support personalized and competency based learning. Teaching grants will und professional development that is teacher and PLC directed, classroom enrichment, school supplies, field trips and any thing else that will support student growth mindset and individualizing student learning. (LAND TRUST FUNDS)
9. Provide training for teachers to improve intervention support, personalized, competency based learning and mentoring students, which supports the above actions steps for student outcomes and teacher growth. (LAND TRUST FUNDS)

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

#PD|#PCBL|#GraduationRates|#CollegeCareerReady|#Tech|

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|World Languages|Technology|

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 - \$85,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Student Success Coordinators	\$ 25,000.00
TSSA	Salaries & Benefits	Summer work days for Teachers	\$ 25,000.00
TSSA	Salaries & Benefits	Productivity Periods	\$ 35,000.00

Goal Short Title

Student Academic Growth

Goal Statement

Students will achieve a minimum of 70 student growth percentile (SGP) on the end of level tests in ELA, math and science.

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

Measures

Student growth percentile for the 2024 SY.

Student growth percentiles from the previous two years- 2023 and 2022 SY.

Proficiency scores for the 2024 SY.

Proficiency scores from the previous two years- 2023 and 2022 SY.

Student grades and GPA averages, per grade level, for each term.

Action Plan (please number steps)

1. Teachers will provide twenty-four/seven access to curriculum and resources on a learning management system: which allows students access to materials to complete assignments, projects, study for assessments and prepare for presentations outside of school and during their mentoring class period.

2. Students will have opportunities to demonstrate learning throughout the year or semester; standards based grading allows students to become aware of their own abilities which leads to becoming stronger and more self directed learners.
3. Students will meet with their mentor teacher three-four times per term; this helps students engage in the process of self-reflection which can help assessing strengths and weaknesses and setting goals, it also allows for students to make connections.
4. Teacher assistants and AmeriCorps employees will be employed to help with student learning and credit recovery. They work under teacher and administrative supervision to give students added educational support and instruction. (LAND TRUST FUNDS)
5. Teachers will be paid extra to teach additional classes to lower class sizes and increase the number of classes offered (teacher productivity periods) Smaller class sizes create fewer discipline problems and engage in more pro-social behavior, allowing teachers to devote more time to instruction.
6. Study Skills classes will be offered to support learners who are struggling. This course is designed to help students develop and use study skills that will help them become successful learners. Example of skills that will be covered are time management, organization, test taking skills, goal setting, and presentation skills.
7. Technology will be purchases to provide continuous and better access to curriculum. Several advantages exist for students using laptops, including more efficient and detailed note taking, faster writing and editing, and convenient group work and study. (LAND TRUST FUNDS)
8. Community Council approved teacher grants will be provided for teachers to support personalized and competency based learning. Teaching grants will und professional development that is teacher and PLC directed, classroom enrichment, school supplies, field trips and any thing else that will support student growth mindset and individualizing student learning. (LAND TRUST FUNDS)
9. Provide training for teachers to improve intervention support, personalized, competency based learning and mentoring students; which supports the above actions steps for student outcomes and teacher growth. (LAND TRUST FUNDS)

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

#PD|#PCBL|#CollegeCareerReady|#Tech|

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|

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?

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 - \$50,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Summer work days for Teachers	\$ 25,000.00
TSSA	Salaries & Benefits	Student Success Coordinators	\$ 25,000.00

Goal Short Title

ELL Growth

Goal Statement

Students progressing toward English Language proficiency will increase to 55%, increasing two percent each year, of ELL students will make adequate progress on the end of level tests in ELA, math and science for the 2024 SY.

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

Measures

- Student growth percentile for the 2024 SY.
- Student growth percentiles from the previous two years- 2023 and 2022 SY.
- Proficiency scores for the 2024 SY.
- Proficiency scores from the previous two years- 2023 and 2022 SY.
- Student grades and GPA averages per grade level, per term.
- WIDA growth scores for the past two years- 2023 and 20233 SY.

Action Plan (please number steps)

1. Meet with each ELL student and parent to review WIDA score- do they know what it means, answer questions and then set goals for the next school year.

2. Provide the updated training, for the new ELL curriculum and supports for English teachers, and all other teachers who have ELL students. This will make sure teachers are all using the same ELL teaching strategies for students in every class, which will help them better access the curriculum. (LAND TRUST FUNDS)
3. Students will have opportunities to demonstrate learning throughout the year or semester; standards based grading allows students to become aware of their own abilities which leads to becoming stronger and more self directed learners.
4. Students will meet with their mentor teacher three-four times per term; this helps students engage in the process of self-reflection which can help assessing strengths and weaknesses and setting goals, it also allows for students to make connections.
5. Teacher assistants and AmeriCorps employees will be employed to help with student learning and credit recovery. They work under teacher and administrative supervision to give students added educational support and instruction. (LAND TRUST FUNDS)
6. Teachers will be paid extra to teach additional classes to lower class sizes and increase the number of classes offered (teacher productivity periods) Smaller class sizes create fewer discipline problems and engage in more pro-social behavior, allowing teachers to devote more time to instruction.
7. ELL study skills classes will be offered to help struggling ELA students. This course is designed to help students develop and use study skills that will help them become successful learners. Example of skills that will be covered are time management, organization, test taking skills, goal setting, and presentation skills.
8. Technology will be purchases to provide continuous and better access to curriculum. Several advantages exist for students using laptops, including more efficient and detailed note taking, faster writing and editing, and convenient group work and study.
9. Community Council approved teacher grants will be provided for teachers to support personalized and competency based learning. Teaching grants will und professional development that is teacher and PLC directed, classroom enrichment, school supplies, field trips and any thing else that will support student growth mindset and individualizing student learning. (LAND TRUST FUNDS)

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

#PD|#PCBL|#GraduationRates|#CollegeCareerReady|#DiversityEngagementInclusion|

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Reading|Writing|Mathematics|Fine Arts|Health|Social Studies|Technology|World Languages|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 to support this goal?

Goal TSSA Expense Total - \$5,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	General Supplies, Other	ELL supplies	\$ 5,000.00

Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
ELL Growth	TSSA	General Supplies, Other	ELL supplies	\$5,000.00
On Track for Graduation	TSSA	Salaries & Benefits	Student Success Coordinators	\$25,000.00
On Track for Graduation	TSSA	Salaries & Benefits	Summer work days for Teachers	\$25,000.00
On Track for Graduation	TSSA	Salaries & Benefits	Productivity Periods	\$35,000.00
Strengthen Adult SEL Promote SEL for Students.	TSSA	General Supplies, Other	Teacher/staff activities for emotional and physical well being	\$5,000.00
Strengthen Adult SEL Promote SEL for Students.	TSSA	Salaries & Benefits	Work days for writing and implementing curriculum	\$5,000.00
Strengthen Adult SEL Promote SEL for Students.	TSSA	General Supplies, Other	Student activities for emotional and physical well being	\$5,000.00
Strengthen Adult SEL Promote SEL for Students.	TSSA	Salaries & Benefits	Stipends for SEL team planning and implementing plan	\$3,000.00
Student Academic Growth	TSSA	Salaries & Benefits	Summer work days for Teachers	\$25,000.00
Student Academic Growth	TSSA	Salaries &	Student Success Coordinators	\$25,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 184,956.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 199,955.79
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	\$ 15,379.60
3. Total planned TSSA expenditures for Next Year SY23-24	\$ 173,379.60
4. Planned TSSA carryover into the Following Year SY25-26	\$ 26,576.19
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:

Student on track data for core classes.

SRI scores

9th grade on track data- graduation ready.

School climate data.

SHARP survey data.

Chronic Absenteeism data.

Discipline data.

Mentoring data.

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?

Newsletter|Website|

2a. Other school reformsto be implemented

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

All three- ELL growth, Student Academic growth and 9th Grade On Track goal.

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?

All three- ELL growth, Student Academic growth and 9th Grade On Track goal.

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

SRI scores

RISE

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:

Students meet with their mentoring teacher three-four times per term to review progress and set goals for improvement or to celebrate wins.

Students set daily goals on what they need to accomplish in classes in mentoring.

Student success coordinators meet individually with students to help reteach material so the can complete projects and assessments.

AmeriCorps employees track off track students and students with absentee issues.

Chronic Absenteeism team meets weekly to review students absents and makes individualized plans for students that need supports.

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:

Parent University nights- informational nights held to teach parents about academics, behaviors and supports.

Coaching intermural and athletics.

Volunteering with extra-curricular activities.

PTSA lunch time activities.

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?

Student growth outcomes in ELA, math and science.

ELL growth outcomes in ELA, math and science.

Increased number of students involved in programs and activities.

Reduced number of chronic absenteeism.

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.

Title One Funding provides-

- More qualified teachers in math, science and ELA, which helps reduce class sizes and allows NJDH to double block these classes to provide more class time.
- Productivity periods in math, science and ELA, which helps reduce class sizes and allows NJDH to double block these classes to provide more class time.
- Double blocking ELL students which helps reduce class sizes and allows NJDH to double block these classes to provide more class time.
- Providing extra support staff to support students one-on-one with academics and attendance.

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

Follow the DSD plan of reviewing employee qualifications and providing support to pass the required exam.