



Teacher Student Success Plan LAND Trust only

Antelope Elementary - SY 2023

Principal Marjorie Conrad

PURPOSE

District Vision

Davis School District provides an environment where growth and learning flourish.

District Mission

Educators, parents, and community members work together to create a successful educational experience for each student.

School Purpose

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

Description of the School

Community

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

Student Body

Antelope's student population consists of 706 students: 71% Caucasian, 17% Hispanic, 3% African American/Black, 5% Multiple Races, 1% Asian, 1% American Indian, and 2% Pacific Islander. Approximately

40% of our student body is Economically Disadvantaged (qualifying for free and/or reduced lunch), and 5% are designated Limited English Proficiency.

Staff

Antelope's staff consists of 30 certified teachers, 3 Special Education (SPED) teachers, 2 Essential Elements/SPED teachers, 1 part-time Psychologist, 1 full-time and 1 part-time Speech Pathologist, 1 Speech Technician, 23 Tutors/Teacher Assistants/Paraprofessionals, 1 English as a Second Language (ESL) Tutor, 4 Prep-Time Specialists (Librarian, Physical Education (PE) teacher, Computer Science teacher, certified Humanities teacher), 1 Schoolwide Enrichment Model (SEM teacher), 1 part-time School Nurse, 1 Health Clerk, 1 COVID aide, 1 School Technology Support, 1 Office Manager, 6 Office Assistants/Playground Staff/Clerical Support, 5 Before and After School Program tutors, 4 Kitchen Staff, 5 Custodial Staff, 1 full-time Counselor, 2 half-time Instructional Coaches (reading and math), 1 part-time Family Support Worker, 1 full-time Administrative Intern, and a Principal. We also house 2 preschool programs - a Head Start Preschool and a Title 1 Preschool which are run by a preschool teacher and teacher's assistant.

School Culture

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

Unique Features & Challenges

The Antelope Elementary school community is comprised of families from a variety of socioeconomic levels. Due to the number of students coming from economically disadvantaged homes, Antelope is designated as a federal Title 1 school and receives Title 1 funding. Families are faced with a variety of challenges that typically accompany dynamics of a low-income community, including high levels of trauma. This year our school has continued to implement practices that are essential for trauma-sensitive schools. Specifically, we have focused on creating a safe environment, teaching self-regulation, building positive relationships, and promoting academic competence. Everything we do aligns with one of these four areas. As a Title 1 school, Antelope Elementary benefits from additional resources that provide for students' needs as well as enrich the learning environment. Our school hosts two preschool programs - Head Start and Title 1, the Before and After School Program, Extended Day Kindergarten, and summer school. We hosted a Reading Night this spring to teach parents of K-3 students' ways they can help their students build reading skills. We have been assigned a full-time counselor as well as a part-time Family Support Worker to better support the needs of our students and their families.

Additional Information

Antelope Elementary's students have many opportunities to explore their interests and shine through Humanities (music and art) as well as STEM, coding, and robotics opportunities which are taught in Computer Science class and embedded in their regular classes. Many students also participated in the Parent-Teacher Association (PTA) Reflection's competition and our school Spelling Bee this year. Our SEM students had an opportunity to participate in VEX Robotics competitions, with teams competing at state and one team qualifying for the World Competition. Our 5th grade students participated in a STEM partnership with Hill Air Force Base this year

entitled "Star Base" in which students travel to the base and participate in the study of math, science, and engineering concepts combined with hands on projects and learning activities.

Needs Analysis

Notable Achievements

On last year's end-of-year Acadience reading assessment and when compared with the 15 Title 1 elementary schools in the district, Antelope Elementary scored 4th highest in proficiency.

On this year's middle of year Acadience assessment and when compared with the 15 Title 1 elementary schools in the district, Antelope Elementary tied for 4th highest on percent of students who were proficient.

VEX robotics teams qualified to compete in the state competition this spring. Our sixth-grade team tied for second in the Teamwork Championship and qualified for the world championships.

Areas of Recent Improvement

Over the past few years, Antelope Elementary has been focused on providing a 1:1 student to device ratio for our students. This focus helped prepare us for the challenges of the current health crisis and allowed us to provide a device for each of our students. Our teachers have learned to use Canvas, which is our district's Learning Management System, to work towards the goal of 24/7 access to learning as well as personalized learning opportunities for students.

This year all teachers participated in LETRS (Language Essentials for Teachers of Reading and Spelling) training provided by state and district trainers. This training takes two years to complete. Teachers learn the latest research on the science of reading and the most effective strategies for teaching students to read.

This spring our school received a \$17,000 grant from Davis School District to infuse STEM instruction into the day classroom. Our math coach is leading this effort and building capacity by training teacher leaders in the school. Students are already in the process of using robotics and 3D design to enrich and deepen understanding of core concepts.

Other improvements include: a focus on implementing high effect instructional strategies during Tier 1 reading and math instruction with support by our instructional coaches; a focus on implementing trauma sensitive practices schoolwide and in individual classrooms; a continued schoolwide commitment to utilizing Champs procedures to teach behavior expectations; a focus on using Acadience reading and math, iReady math diagnostic data, and other data sources to provide targeted interventions; a commitment to school safety with the installation of a secure vestibule, ID checks, and badges; a commitment to implementing Positive Behavioral Interventions and Supports (PBIS), restorative practices, morning meetings, morning check ins, and other SEL practices; and partnering with Playworks to provide a safe and inclusive playground environment and to teach appropriate social skills.

Areas of Needed Improvement

We are continuing to strengthen practices that develop a positive culture that supports SEL and trauma-sensitive practices. Our school continues to strengthen its implementation of PBIS, CHAMPS, and restorative practices. This year our school added the Harmony SEL curriculum to classroom instruction to teach the five core competencies of SEL: self-awareness, self-management, responsible decision making, social awareness, and relationship skills. We have also hired a behavior coach to check in with identified students on a regular basis to support and encourage them in their goals.

Some students struggle to display appropriate behavior during unstructured times such as recess. We have used our TSSA funds to hire additional instructional coaches to teach appropriate social skills and provide a more structured recess option for students who need extra support. We have also partnered with Playworks to provide a safe, inclusive, and structured playground.

Two areas of needed improvement were identified in a Title 1 Monitoring Visit two years ago. These areas were Tier 1 Instruction and Grade-Level Teaming (Davis Collaborative Teams - DCTs). Teachers met together and created the following vision, along with action steps and accountability measures, for each area. We have been implementing this vision for the past two years.

- Tier 1 Instruction: All teachers have high expectations for all our students. We engage our students in the learning process with best-practice strategies that are challenging, engaging, and aligned with the rigor of grade-level standards. We are conscientious of our instructional time, and we tighten procedures, transitions, and other activities in order to maximize the time students are engaged in high levels of learning.
- DCTs: All teachers are on the same page and are united in the curriculum they are teaching (following the same curriculum map and using the same Tier 1 curriculum programs). Students are viewed collectively to best see where additional support and extension are needed and to ensure all students are progressing towards mastery of curriculum objectives.

Prior Year Status Report

Report progress on PRIOR YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
70% of students will show "typical" (or higher) progress on DIBELS pathways to progress on the end-of-year DIBELS assessment.	Did not meet goal	Sixty-three percent of our students made typical or above progress on last year's end-of-year Acadience Reading testing. We could not compare this percent to the year before since testing was cancelled the previous year due to the COVID-19 soft closure of schools. Last year we continued to combat factors related to COVID such as the hybrid schedule, no in-person school on Fridays, and students absent due to quarantine or sickness. Those factors took a toll on student learning, and we were not able to meet our goal of 70% of students making typical or above progress by the end of the school year. Through this time, we continued to improve Tier 1 and Tier 2 reading instruction for students who were present. We also implemented the use of the iSPIRE reading program for intensive Tier 3 reading instruction, which has been very successful with our students. Students who were struggling at the end of the year were invited to attend our Title 1 Summer School.
Increase student academic achievement by reducing the number of students who are	Did not meet goal	The COVID soft school closure in 2020 was put in place near the end of 3rd term. At that time, 6% of students were chronically absent at Antelope Elementary. At the end of 3rd term in 2021, 10% of students were chronically absent. Factors related to the pandemic created obstacles to achieving this goal. Many students were absent due to

chronically absent by 2% from end of 3rd term 2020 to end of 3rd term 2021.

sickness, quarantine, or parents' concern over sending their students to school. We were diligent in following our DSD Big 5 COVID Safety Protocols to provide a safe and healthy learning environment for our students. In addition, both our attendance check-in aide and our Family Service Worker worked very hard to communicate with students and families about the importance of attendance and to motivate/incentivize attendance for students who struggled. We did not have a traditional Back to School Night and did not emphasize perfect attendance this year because we needed students to stay home if they were sick.

Increase student achievement by providing a varied set of teacher professional learning opportunities to increase teacher efficacy as measured by meeting our goals of 70% of students showing typical or higher progress on the end-of-year DIBELS assessment and 70% of our students showing typical or higher growth on the end-of-year iReady Math Diagnostic.

Did not meet goal

We were successful with the first part of the goal. We provided professional development throughout the year, teacher collaboration time, and other PD and instructional resources to help teachers support student learning. However, due to the interruptions that pandemic created in the school year, we did not meet the measurement part of the goal.

70% of students will show typical (or higher) growth in mathematics skills as measured by the iReady Math End-of-Year Diagnostic.

Did not meet goal

Fifty-eight percent of our students made typical or above progress on last year's end-of-year iReady math testing. We could not compare this percent to the year before since testing was cancelled the previous year due to the COVID-19 soft closure of schools. Last year we continued to combat factors related to COVID such as the hybrid schedule, no in-person school on Fridays, and students absent due to quarantine or sickness. Those factors took a toll on student learning, and we were not able to meet our goal of 70% of students making typical or above progress by the end of the school year. However, during the school year our teachers received PD on math strategies, our new Ready Math program, and ways to use iReady math drill down data to identify needs and plan instruction. Specifically, 2nd-6th grade teachers were trained in the supplemental Ready Math curriculum by our math coach. The math coach helped teachers understand how the Ready Math curriculum works together with the iReady online tool to support individual learning. The math coach met with teachers to discuss results from math diagnostic testing and growth monitoring. Students who were struggling at the end of the year were invited to attend our Title 1 Summer School.

Antelope Elementary will receive a YES identification for adequately meeting the needs of our Students with Disabilities as measured by the Utah State Board of Education Assessment Department.

Did not meet goal

The USBE did not use RISE testing data last year, so we do not have data to determine whether or not we met this goal. We did work to improve instruction with our SPED students by training our SPED teachers in Wilson phonics and providing them with additional materials and PD.

Implement a school wide plan that encompasses essential practices for trauma-sensitive schools.

Met goal

We followed the steps of our plan. Our SEL committee completed the SEL Walkthrough Tool near the beginning of the year to guide our school in knowing where to focus our SEL efforts. Each month we identified a monthly focus that tied to one of the five CASEL SEL competencies. Our school counselor, teachers, and administration all supported the identified focus area. We studied, "Fostering Resilient Learners: Strategies for Creating a Trauma Sensitive Classroom" as a faculty. We identified key pillars for trauma sensitive schools and made sure our practices aligned with one of the pillars. We added structure to our school through creating school-wide CHAMPS expectations and using Playworks to create structure and safety on the playground. We taught students skills for emotional regulation and implemented restorative practices to help students build empathy and repair the harm from their behaviors.

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
Seventy-five percent of students will show typical (or higher) growth on Acadience Pathways to Progress on end of year Acadience assessment.	Progressing according to plan	Last year 64% of our students met their growth goal by middle of year (MOY), and 63% of our students met their growth goal by the end of year (EOY). This year we have 52% of students who met their growth goal as of MOY. We are working hard to implement the steps of the plan by using data and best practices to address our Tier 1 and Tier 2 instruction. We are battling learning gaps from poor attendance due to the current health crisis, but we are hopeful that we can meet this goal by the end of the year.
Seventy-five percent of students will show typical (or higher) growth in math as measured	Progressing according to plan	Last year 17% of our students met their growth goal by middle of year (MOY), and 58% of our students met their growth goal by the end of year (EOY). This year we have 27% of students who met their growth goal as of MOY. We are working hard to implement the steps of the plan by using data and best practices to address our Tier 1 and Tier 2

by the iReady Math Diagnostic.

instruction. We are hopeful that we can meet this goal by the end of the year.

70% of students will be proficient on the Acadience end of year benchmark composite score.

Progressing according to plan

Last year 56% of our students reached benchmark at middle of year (MOY), and 60% of our students reached benchmark by the end of year (EOY). This year we have 54% of students who reached benchmark as of MOY. We are working hard to implement the steps of the plan by using data and best practices to address our Tier 1 and Tier 2 instruction. We are battling learning gaps from poor attendance due to the current health crisis, but we are hopeful that we can meet this goal by the end of the year.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 3,214.94
B - Allocated new funds for current year SY21-22	\$ 73,282.00
C - Total Budget for current year SY21-22	\$ 76,496.94
D - Projected spending during current year SY21-22	\$ 70,116.00
E - Expected carryover from current year SY21-22	\$ 6,380.94
F - Projected new funding for next year SY22-23	\$ 87,727.00
G - Total projected funding for next year SY22-23	\$ 94,107.94

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Reading Growth
<i>Goal Statement</i>	Sixty-five percent of students will show typical (or higher) growth on Acadience Pathways to Progress on end of year Acadience assessment.
<i>Measures</i>	Acadience benchmark assessments
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. LETRS training for entire faculty to build knowledge and skills in the science of reading for both Tier 1 and Tier 2 instruction. 2. English Language Arts (ELA) coach to support Tier 1 reading instruction utilizing instructional materials funded by LAND Trust monies.

3. Professional development that strengthens teaching practices with a high effect size. Technology to support district Refresh program and other classroom needs funded by LAND Trust monies.
4. Reading tutors to support Tier 2 instruction, hired with LAND Trust funds.
5. Use of Amplify to identify individual pathways to progress for each student based on Acadience testing.
6. Use of supplemental reading programs to support differentiated instruction, funded by LAND Trust monies:
 1. iSPIRE license
 2. Read Naturally licenses
 3. iReady reading licenses
7. Use LAND Trust monies to provide academic enrichment experiences, including field trips, to build background knowledge, vocabulary, and authentic opportunities for research, reading, and writing to build students' literacy skills.
8. Focus on Special Education students so we can enhance their growth and receive a YES identification for adequately meeting the needs of our Students with Disabilities as measured by the Utah State Board of Education Assessment Department.
9. SPED team will collaborate during their weekly Davis Collaborative Teams (DCT) meeting to discuss ways to help students not making adequate progress.
10. SPED teachers and classroom teachers will discuss progress of students with disabilities and will design ways that general education teachers can support IEP goals and student growth in the classroom.
11. Focus on healthy student behaviors and Social Emotional Learning (SEL) strategies that decrease learning disruptions at school, build a positive learning climate, and support increased learning outcomes in the classroom.
12. Use LAND Trust funds to implement an evidence-based, district approved SEL curriculum and instructional material.

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

#PDI#PCBL|#SEL|#TeacherLeaders

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|Culture

Academic area(s) addressed by the goal

Reading

Does this action plan include behavioral / character education / leadership efforts?

Yes

Will LANDTrust funds be used to support the implementation of this goal?

Yes

Goal LAND Trust Expense Total - \$77,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#4 Reading tutors	\$ 30,000.00
LAND Trust Academic	Online Curriculum or Subscriptions	#6 Reading software	\$ 12,000.00
LAND Trust Academic	Transportation, Admission, Per Diem	#7 Academic field trips and extracurricular activities	\$ 10,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#3Technology to support district Refresh program, headphones, audio systems, projectors, devies, etc.	\$ 20,000.00
LAND Trust Academic	General Supplies, Other	#12 Instructional materials	\$ 5,000.00

<i>Goal Short Title</i>	Math Growth
<i>Goal Statement</i>	Sixty-five percent of students will show typical (or higher) growth in math as measured by the iReady Math Diagnostic
<i>Measures</i>	iReady math diagnostic assessments
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. The math coach will continue to support teachers in using best practices for math instruction. 2. Teachers will use the iReady Math data to target individual needs and learning paths. 3. iReady Math and Ready Math will be used for supplemental math instruction. iReady licenses and math instructional materials will be purchased with LAND Trust funds. 4. Students will use technology to access iReady paths and curriculum. Technology will be partially purchased with LAND Trust monies.

- 5. Teacher leaders will share strategies they have been learning through professional development opportunities.
- 6. Teachers will embed STEM strategies into daily instruction to deepen and enrich mastery of core standards, including math standards.
- 7. SEM students will apply math skills as they learn to program with VEX robotics.

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

#PCBL|#TeacherLeaders

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees

Academic area(s) addressed by the goal

Mathematics

Does this action plan include behavioral / character education / leadership efforts?

No

Will LANDTrust funds be used to support the implementation of this goal?

Goal LAND Trust Expense Total - \$16,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Online Curriculum or Subscriptions	#3 Ready Math curriculum and iReady Math software	\$ 16,000.00

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math Growth	LAND Trust Academic	Online Curriculum or Subscriptions	#3 Ready Math curriculum and iReady Math software	\$16,000.00
Reading Growth	LAND Trust Academic	Salaries & Benefits	#4 Reading tutors	\$30,000.00
Reading	LAND Trust	Online	#6 Reading software	\$12,000.00

Growth	Academic	Curriculum or Subscriptions		
Reading Growth	LAND Trust Academic	Transportation, Admission, Per Diem	#7 Academic field trips and extracurricular activities	\$10,000.00
Reading Growth	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#3 Technology to support district Refresh program, headphones, audio systems, projectors, devies, etc.	\$20,000.00
Reading Growth	LAND Trust Academic	General Supplies, Other	#12 Instructional materials	\$5,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 87,727.00
G - Total projected funding for next year SY22-23	\$ 94,107.94
H - Total planned expenditures for next year SY22-23	\$ 93,000.00
I - Planned carryover into the following year SY23-24	\$ 1,107.94
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Carryover will be used to enhance existing goals and spending categories as well as provide extra resources as needed to increase reading and math growth and proficiency.
Plan for sharing the school LANDTrust plan with the community	School website School newsletter
Additional plan for sharing the school LAND Trust plan with the community.	

Additional Items for Title I Schools

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*
- 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:

- PAST for identifying phonological awareness strengths and deficits
- Core Phonics Survey for identifying phonics strengths and deficits

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

Meeting

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

Reading Growth and Reading Proficiency

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

Math Growth

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

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

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

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:

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.*
- 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 does your school share the Family Policy/Compact with stakeholders?

Website

Budget & Student Outcomes: What evidence do you have the Title I Plan (TSSP) and designation of funds improve student learning and achievement?

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

Budget & Student Outcomes: Highly qualified paraprofessionals in the school

Evidence of how the Title I plan and designation of funds impact student learning and achievement. The school will provide this information to Federal Programs by October 1

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

Budget & Student Outcomes: How does the school coordinate funds from federal, state and local sources to improve the Title I Plan (TSSP)?

Examples: Associate degree, 48 hrs., of pass test The school will provide this information to Federal Programs by October 1

The school coordinates funds from multiple sources to meet the goals of the TSSP. Funds are used to enhance Tiered instruction by supporting evidence-based practices in reading and math as well as effective interventions for students who are struggling.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/24/2022
Number who approved	5
Number who did not approve	0
Number who were absent or abstained	1