



BOARD REPORT

Teacher Student Success Plan TSSA and LAND Trust

Antelope Elementary - SY 2022

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 growth and learning thrive, both academically and social 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 610 students: 72% Caucasian, 18% Hispanic, 3% African American/Black, 4% Multiple Races, 1% Asian, 1% American Indian, and 1% Pacific Islander. 50% 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, approximately 19 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 Head Secretary, 7 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 embraced the principles of Social Emotional Learning (SEL) and are implementing practices that promote our students' social emotional well-being. We have also studied the effects of trauma on students, and we strive to develop goals, practices, and initiatives that support the needs of trauma-sensitive schools.

We also 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 focused on the effects of trauma on children, and we have worked 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 are able to provide extra tutoring support to help students achieve grade-level standards and beyond. We could not host community events this past year due to the current health crisis, but we typically provide community events such as our Science, Technology, Engineering, and Mathematics (STEM)/Literacy Night. 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 with the addition of our humanities class (music and art) as well as STEM, coding, and robotics opportunities during their computer science class. Many students also participated in the Parent-Teacher Association (PTA) Reflections competition and our school Spelling Bee this year. Our SEM students had an opportunity to participate in VEX Robotics competitions, and our 5th and 6th grade teams will be competing in the State Championships this spring. 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 this year's middle of year Acadience assessment and when compared with the 15 Title 1 elementary schools in the district, Antelope Elementary scored 2nd highest on percent of students who were proficient. When compared with the same Title 1 schools in our district, we scored 3rd highest on percent of students making typical or above progress.

Areas of Recent Improvement

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 this past year's health crisis and allowed us to provide a device for each of our students. This year our teachers started using 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.

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 (safe environment, emotional regulation, relationships, and academic success); professional development and a schoolwide commitment to utilizing Champs procedures to teach behavior expectations; a focus on using Acadience, 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; and a commitment to moving towards Positive Behavioral Interventions and Supports (PBIS), restorative practices, morning meetings, morning check ins, and other SEL practices vs. a punitive approach towards behaviors; partnering with Playworks to provide a safe and inclusive playground environment and to teach appropriate social skills; and the inclusion of Humanities in our curriculum by adding a Humanities prep class that focuses on art and music.

Areas of Needed Improvement

We are continuing to strengthen practices that develop a culture that supports SEL and trauma-sensitive practices. Our school is embracing the principles of PBIS and Champs across the school and will continue to improve our implementation of these practices in the coming year. In addition, our school will implement a SEL curriculum next year to explicitly teach the five core competencies of SEL: self-awareness, self-management, responsible decision making, social awareness, and relationship skills.

Some students struggle to display appropriate behavior during unstructured times such as recess. We have instituted a check in/check out system to support these students. 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 and will continue to do so next year.

Two areas of needed improvement were identified in a Title 1 Monitoring Visit last year. 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 plan all year long.

- 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 2020 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
68% of students will show “typical” (or higher) on DIBELS pathways to progress on end of year DIBELS.	Did not meet goal	We were not able to measure this goal due to the COVID-19 soft closure during the last few months of the school year. However, at the middle of year testing, 64.1% of our students had made typical, above, or well above progress. Teachers had identified students who needed extra support, and they were providing targeted interventions to address their students' needs. The soft closure shut down in person learning. Before the soft closure, we were optimistic that we were on our way to meeting this goal.
Reduce the number of students who are chronically absent (10 or more days) by 2%.	Met goal	We reduced our percent of chronically absent students by 3%. 11% of students were chronically absent in the 2018-2019 school year whereas 8% of students were chronically absent in the 2019-2020 school year (as measured up until the soft closure).
Provide a varied set of technology professional learning opportunities for staff depending on their needs and devices in their classroom. Participate, as a faculty, in LEAN Education training.	Met goal	Staff participated in these professional development opportunities and actively implemented new learning into their teaching practices.
Antelope Elementary will increase growth in mathematics by 2% from the 2019 to the 2020 school year in grades 1-6.	Did not meet goal	Due to the COVID-19 health crisis, we did not do end-of-year testing and could not measure whether or not we achieved this goal. However, our teachers were actively working with our Math Coach to learn and implement best practice strategies in their teaching.

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
70% of students will show "typical" (or higher) progress on DIBELS pathways to progress on the end-of-year DIBELS assessment.	Progressing according to plan	66% of our students were making typical, above, or well above progress at our middle of year testing. We are focusing our efforts on both high quality Tier 1 instruction and targeted interventions for students who are struggling, and we anticipate meeting our goal of 70% by the end of the school year.
Increase student academic achievement by reducing the number of students who are chronically absent by 2% from end of 3rd term 2020 to end of 3rd term 2021.	Not progressing according to plan	Data show we have a chronic absenteeism rate of 8% as of 3rd term for both last year and this year. If it weren't for COVID-19 quarantines and resulting interruptions to attendance, we believe we would have made this goal. Both our attendance check-in aide and our Family Service Worker have worked very hard to communicate with students and families about the importance of attendance and to motivate/incentivize attendance for students who have 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.	Progressing according to plan	We have provided professional development, collaboration time, and other resources throughout the year to help teachers support student learning.
70% of students will show typical (or higher) growth in mathematics skills as	Progressing according to plan	2nd-6th grade teachers are being trained in the supplemental Ready Math curriculum by our math coach. The math coach is helping teachers understand

measured by the iReady Math End-of-Year Diagnostic.

how the Ready Math curriculum works together with the iReady online tool to support individual learning. The math coach is also meeting with teachers to discuss results from math diagnostic testing and growth monitoring.

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.

Progressing according to plan

We are not sure if the state will be able to use testing data to determine a YES identification, but we are following the steps as outlined in the goal.

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

Progressing according to plan

We are following the steps of the 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 identify a monthly focus tied to one of the five CASEL SEL competencies. Our school counselor, teachers, and administration all support the identified focus area. We have also studied, "Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom" as a faculty, which is a great book for strengthening teachers' SEL competencies as well.

TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 3,284.39
TSSA SY20-21 New Funding	\$ 82,439.00
TSSA Total funding for SY20-21	\$ 85,723.39
TSSA SY20-21 Anticipated Spending	\$ 77,000.00
TSSA Expected balance carried over into SY21-22	\$ 8,723.39
TSSA Anticipated new funding for SY21-22	\$ 83,170.00
TSSA Total funding available for SY21-22	\$ 91,893.39
Describe your school's SY20-21 Progress for TSSA Spending	<p>The majority of funding was used to support our SEL school goal with two specific focus areas: building teachers' SEL and implementing strategies necessary for trauma sensitive schools. We hired a presenter to teach the CHAMPS framework to teachers, which is a way of setting clear expectations and boundaries within classrooms and across all school settings. We hired a Playworks TeamUp coach to work with our instructional coaches, who were also hired with TSSA funds, to teach SEL strategies and appropriate relationship skills to students. We purchased books for our faculty book studies on CHAMPS and "Fostering Resilient Learners: Strategies for Creating a Trauma Sensitive Classroom." We created a calm room to use for our Morning Check In system. In addition to supporting SEL goals, TSSA funds were used to support our VEX Robotics teams.</p>

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 4,083.35
B - Allocated new funds for SY20-21	\$ 87,008.00
C - Total Budget for SY20-21	\$ 91,091.35
D - Projected spending during SY20-21	\$ 90,000.00
E - Expected carryover from SY20-21	\$ 1,091.35
F - Projected new funding for SY21-22	\$ 73,281.92
G - Total projected funding for SY21-22	\$ 74,373.27

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Reading Growth
<i>Goal Statement</i>	Seventy-five percent of students will show typical (or higher) growth on Acadience Pathways to Progress on end of year Acadience assessment.
<i>Measures to determine progress</i>	Acadience benchmark assessments
<i>Action Plan</i>	<ul style="list-style-type: none">• LETRS training for entire faculty to build knowledge and skills in the science of reading for both Tier 1 and Tier 2 instruction• English Language Arts (ELA) coach to support Tier 1 reading instruction• Professional development that strengthens teaching practices with a high effect size, funded by LAND Trust monies• Reading tutors to support Tier 2 instruction, hired with LAND Trust funds• Use of Amplify to identify individual pathways to progress for each student based on Acadience testing• Use of supplemental reading programs to support differentiated instruction, funded by LAND Trust monies:<ul style="list-style-type: none">◦ iSPIRE licenses◦ Read Naturally licenses◦ iReady reading licenses• 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<ul style="list-style-type: none">◦ SPED team will collaborate during their weekly DCT meeting to discuss ways to help students not making adequate progress.◦ 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.• Focus on healthy student behaviors and SEL strategies that decrease learning

disruptions at school, build a positive learning climate, and support increased learning outcomes in the classroom

- o Use LAND Trust funds to implement an evidence-based, district approved SEL curriculum.

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

#PD|#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 TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$63,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Salaries for instructional coaches	\$ 32,500.00
TSSA	Professional and Technical Services	Playworks TeamUp Coach	\$ 28,000.00
TSSA	General Supplies, Other	Book study and resources for SEL and for other PD opportunities this year	\$ 3,000.00

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

Yes

Goal LAND Trust Expense Total - \$66,690.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Reading tutors to support Tier 2 interventions	\$ 57,000.00

LAND Trust Academic	Online Curriculum or Subscriptions	Licenses for online personalized curriculum	\$ 7,690.00
LAND Trust Academic	General Supplies, Other	SEL curriculum and resources	\$ 2,000.00

<i>Goal Short Title</i>	Math Growth								
<i>Goal Statement</i>	Seventy-five percent of students will show typical (or higher) growth in math as measured by the iReady Math Diagnostic.								
<i>Measures to determine progress</i>	iReady math diagnostic assessments								
<i>Action Plan</i>	<ul style="list-style-type: none"> • The math coach will continue to support teachers in using best practices for math instruction. • Teachers will use the iReady Math data to target individual needs and learning paths. • iReady Math and Ready Math will be used for supplemental math instruction. iReady licenses will be purchased with LAND Trust funds. • Students will use technology to access iReady paths and curriculum. Technology will be partially purchased with LAND Trust monies. • Teacher leaders will share strategies they have been learning through professional development opportunities. • SEM students will apply math skills as they learn to program with VEX robotics. 								
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL #TeacherLeaders								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees								
<i>Academic area(s) addressed by the goal</i>	Mathematics								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>									
<i>Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$13,000.00								
	<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 &</td> <td>VEX Robotics extra duty</td> <td>\$ 3,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries &	VEX Robotics extra duty	\$ 3,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
TSSA	Salaries &	VEX Robotics extra duty	\$ 3,000.00						

	Benefits	coaching hours by SEM teacher	
TSSA	Software or Technology Hardware < \$5000	Computer equipment and projectors for effective math instruction and student participation in iReady	\$ 10,000.00

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

Yes

Goal LAND Trust Expense Total - \$6,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Online Curriculum or Subscriptions	iREADY licenses	\$ 4,500.00
LAND Trust Academic	Software / Technology Hardware < \$5000	Funds to support district Refresh program and other technology needs (i.e., headphones, cases, etc.)	\$ 2,000.00

<i>Goal Short Title</i>	Reading Proficiency
<i>Goal Statement</i>	70% of students will be proficient on the Acadience end of year benchmark composite score.
<i>Measures to determine progress</i>	Acadience end of year benchmark assessment
<i>Action Plan</i>	<ul style="list-style-type: none"> ● LETRS training for entire faculty to build knowledge and skills in the science of reading for both Tier 1 and Tier 2 instruction ● English Language Arts (ELA) coach to support Tier 1 reading instruction ● Professional development that strengthens teaching practices with a high effect size, funded by LAND Trust monies ● Reading tutors to support Tier 2 instruction, hired with LAND Trust funds ● Use of Amplify to identify individual pathways to progress for each student based on Acadience testing ● Use of supplemental reading programs to support differentiated instruction, funded by LAND Trust monies: <ul style="list-style-type: none"> ○ iSPIRE licenses ○ Read Naturally licenses ○ iReady reading licenses ● 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 <ul style="list-style-type: none"> ○ SPED team will collaborate during their weekly DCT meeting to discuss ways to help students not making adequate progress. ○ 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.
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#PCBL#TeacherLeaders

District Strategic Plan Area(s)

Student Growth & Achievement | Empowered Employees

Academic area(s) addressed by the goal

Reading

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

No

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total -

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
------------------------------	--------------------------------	---------------------------	-------------------------

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

No

Goal LAND Trust Expense Total -

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
------------------------------	--------------------------------	---------------------------	-------------------------

Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math Growth	TSSA	Salaries & Benefits	VEX Robotics extra duty coaching hours by SEM teacher	\$3,000.00
Math Growth	TSSA	Software or Technology Hardware < \$5000	Computer equipment and projectors for effective math instruction and student participation in iReady	\$10,000.00
Reading Growth	TSSA	Salaries & Benefits	Salaries for instructional coaches	\$32,500.00
Reading Growth	TSSA	Professional and Technical Services	Playworks TeamUp Coach	\$28,000.00
Reading Growth	TSSA	General Supplies, Other	Book study and resources for SEL and for other PD opportunities this year	\$3,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 83,170.00
2. Total projected TSSA funding for SY21-22	\$ 91,893.39
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 11,626.00
3. Total planned TSSA expenditures for SY21-22	\$ 88,126.00
4. Planned TSSA carryover	\$ 3,767.39

into the SY22-23

Does the school plan to fund teacher leadership opportunities with TSSA funds?

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math Growth	LAND Trust Academic	Online Curriculum or Subscriptions	iREADY licenses	\$4,500.00
Math Growth	LAND Trust Academic	Software / Technology Hardware < \$5000	Funds to support district Refresh program and other technology needs (i.e., headphones, cases, etc.)	\$2,000.00
Reading Growth	LAND Trust Academic	Salaries & Benefits	Reading tutors to support Tier 2 interventions	\$57,000.00
Reading Growth	LAND Trust Academic	Online Curriculum or Subscriptions	Licenses for online personalized curriculum	\$7,690.00
Reading Growth	LAND Trust Academic	General Supplies, Other	SEL curriculum and resources	\$2,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 73,281.92
G - Total projected funding for next year SY21-22	\$ 74,373.27
H - Total planned expenditures for next year SY21-22	\$ 73,190.00
I - Planned carryover into the following year SY22-23	\$ 1,183.27
J - Is planned carryover more than 10% of projected new	No

funds?

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 LAND Trust plan with the community

School newsletter|School website

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:

Reading Inventory given throughout the year to measure comprehension growth, drill down assessments (such as the Core Phonics Survey and PAST assessment) given to struggling readers to identify holes in reading growth, iReady Math diagnostic assessment to identify holes in math development

Comprehensive Needs

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

Website

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

Reading Growth, Reading Proficiency

Language Arts?	
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	
Title I Plan / TSSP: How does the plan improve academics for all students while supporting those most at-risk?	<p><i>Districtwide practices for helping struggling students include the following:</i></p> <ul style="list-style-type: none"> <i>--Administrators meet with teachers to review data identifying low achieving students.</i> <i>--During collaborative team meetings, teachers review data to identify how students are performing.</i> <i>--Teachers meet with instructional coaches/coordinators to identify students who are struggling.</i> <i>--Low performing students receive additional instruction from their teacher.</i> <i>--Low performing students work with tutors in addition to the instruction they receive from their teacher.</i> <i>--Low performing students receive additional time and instruction through technology and instructional aides.</i> <i>--During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.</i> <i>--Teachers discuss progress of their students and make adjustments to the interventions students receive.</i> <i>--Teachers and instructional coaches/coordinators monitor progress and make adjustments.</i> <p><i>Additional schoolwide practices for helping struggling students include the following:</i></p>

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

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

Examples: Associate degree, 48 hrs., of pass test The school will provide this

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

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	04/15/2021
Number who approved	9
Number who did not approve	0
Number who were absent or abstained	1