



BOARD REPORT

Teacher Student Success Plan

TSSA and LAND Trust

Adelaide Elementary - SY 2022

Principal Jeri Thomas

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 Adelaide Elementary is to provide a positive, safe, and respectful environment where all students can learn! We partner with students, parents, staff, and community to support our goals.

Description of the School

Community

Adelaide Elementary is a Title 1 suburban school located in the southern end of Davis County. Adelaide Elementary is located at 731 West 3600 South, Bountiful, UT 84010.

Student Body

Adelaide Elementary has approximately 403 students almost equally distributed in grades PreK-6. We have a diverse socio-economic community. Fifty-five percent of the current student population is identified as economically disadvantaged, 30 percent are ELL, and 45 percent are minorities.

Staff

All certificated staff members are highly qualified. Faculty and staff are committed to increase student achievement and create a safe, caring environment where students can learn.

Highly Qualified Certified employees:

- 16.5 classroom teachers
- 2 part-time curriculum specialists (math and ELA coordinator)
- 7 special service providers (2 speech, 1 counselor, 1 psychologist, 3 special education teachers)
- 2 administrators

Highly Qualified Classified employees:

- 9 paraprofessionals
- 4 prep-time specialists
- 2 ELL tutors
- 1 media specialist
- 1 SEM specialist

School Culture

Adelaide Elementary is focused on the whole child, which includes the academic, social-emotional, and physical needs of our student body. Academically we meet the needs of students through whole class and small group differentiated instruction. Teaching and mastery within language arts and mathematics are a critical focus in our school. We target the standards and utilize district approved resources and materials, best teaching strategies, and a focus on high student engagement to accomplish this focus. Teachers, staff and students are working to incorporate social-emotional learning into our daily practice.

Unique Features & Challenges

Our school's diverse socio-economic population creates both challenges and opportunities within our school. Our unique school boundaries encompass both high and low-income households. Many of our students come from homes where English is not the primary language spoken. As a result, we are continually working to improve the way we communicate with and involve all parents.

The student mobility rate continues to increase, posing academic challenges for students and teachers.

Teachers have access to current technology needed to be effective, including grade-level iPad or laptop carts, SMART boards, Apple TV, projectors, audio enhancement, document cameras, swivel cameras, coding software and devices. We offer many opportunities for school-level professional development. We also have community partnerships with Latino-In-Action student tutors, reading volunteers, Promise Bountiful resources, Davis Behavioral Health, and the Bountiful Food Pantry.

Additional Information

Our school houses two Essential Elements classrooms, as well as Head Start and Title 1 preschool classrooms. We also offer a before and after school program, Tigers After-School Kids (TASK), for students in grades K-6. The Bountiful Food Pantry donates approximately 120 weekend food packs for students. Adelaide Elementary continues to provide enrichment activities before, during, and after school, including a school play, reading challenge, Constitution Bowl, Spelling Bee, Martin Luther King Jr. Speech Contest, Annual Family Enrichment Night, coding, and participation in the Hill Air Force Starbase Science, Technology, Engineering, and Math (STEM) program for 5th grade and Starbase 2.0 for 6th grade.

Needs Analysis

Notable Achievements

Extended day Kindergarten reflect 92% of students participating in this targeted small group support.

Informational writing benchmark scores have increased 4% from previous year on beginning of year(BOY) to middle of year (MOY) growth. (2019-2020 BOY-MOY 77%, 2020-21 BOY-MOY 81%)

Areas of Recent Improvement

- 2020-2021 BOY 49% to MOY 53% reflect a 4% increase in Acadience benchmark scores.
- 2019-2020 BOY 59% to MOY 65% Acadience Benchmark reflect a 6% increase
- Targeted Sub-group for Improvement (TSI) sub-group Hispanic:
 - Acadience Pathways to Progress
 - 2021--62% making typical or greater growth
 - 2020-- 57% making typical or greater growth
 - 2019--52% making typical or greater growth
 - Acadience Benchmarks
 - 2021 BOY 36% to MOY 44% reflect an 8% increase
 - 2020 BOY 47% to MOY 51% reflect a 4% increase
 - 2019 BOY 44% to MOY 46% reflect a 2% increase
- TSI sub-group English Language Learners (ELL):
 - Acadience Pathways to Progress
 - 2021--65% making typical or greater growth
 - 2020--57% making typical or greater growth
 - 2019--52% making typical or greater growth
 - Acadience Benchmarks
 - 2021 BOY 27% to MOY 37% reflect a 10% increase
 - 2020 BOY 27% to MOY 27% reflect no increase
 - 2019 BOY 17% to MOY 20% reflect a 3% increase

Areas of Needed Improvement

Math and language arts proficiency are below district and state averages. Three identified subgroups (ELL, Hispanic, and special education students) have performed well below school averages in these areas. While we have shown an upward trend in progress on Acadience measures they continue to struggle on formative assessments. We also continue to see a need for social emotional learning support with students. Recent student climate surveys have identified the playground as the location where students need additional support to use effective communication and emotional regulation skills.

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')
<p>Seventy percent of grade 3-6 students will achieve “at or near standard” or greater on RISE benchmark grade level mathematics strand assessments.</p> <p>Students in grades K-2 will achieve 70 percent or greater on formative strand assessments.</p>	Did not meet goal	Students were progressing toward this goal in response to targeted instruction and interventions. Due to the pandemic and soft school closure student data was insufficient to reflect accurate growth. Efforts were made to provide instruction and access to math adaptive software to support students continued access and progress.
<p>Seventy percent of K-6 students will show typical or greater progress on Acadience Pathways to Progress as measured by EOY composite score.</p> <p>Each grade level will make a 3 percent increase from their 3-year average for BOY to EOY proficiency as measured by Acadience Benchmark composite score.</p>	Did not meet goal	Reading progress on Acadience benchmark from BOY to MOY reflected a 6% increase. Students were on track to reach this goal. Pathways to progress data at middle of year reflected 63% of students were making typical or greater growth. While this is 7% below targeted goal for end of year, students were making progress up to the pandemic soft closure.
<p>Seventy percent of K-6 students will show at least 1 point rubric growth from beginning-of- year formative writing benchmark to end-of-year benchmark in the area of informative/explanatory writing. Sixty percent of students or more will be proficient (rubric score of 3) by end of year.</p>	Did not meet goal	Focused writing instruction was taking place based on data from student writing rubrics from beginning of year benchmark (BOY). Beginning of year to middle of year (BOY to MOY) writing growth reflected 77% of students were reaching this goal. Trendlines indicated students were making progress toward target. Soft school closure impeded the ability to gather further data.

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Seventy percent of grades K-6 students will achieve “at or near standard” or greater on RISE benchmark grade level mathematic strand assessments or common formative grade level assessments.</p>	<p>Progressing according to plan</p>	<p>Priority Standards data to date reflect the following progress:</p> <ul style="list-style-type: none"> • Priority Standard 1: 76% of students reaching 70% or higher. • Priority Standard 2: 69% of students reaching 70% or higher • Priority Standard 3: 74% of students reaching 70% or higher • Priority Standard 4: 0% of students reaching 70% or higher
<p>Seventy percent of K-6 students will show typical or greater progress on Acadience Pathways to Progress as measured by End of year (EOY) composite score.</p>	<p>Progressing according to plan</p>	<p>Pathways to progress growth at MOY reflect 62% of students making typical or greater growth. Teachers are meeting in PLC groups to analyze data, review effectiveness of interventions/instruction, and adjustments are made if adequate progress is not being made for individual students.</p>
<p>Increase the number of students feeling safe and secure at school by 5% or greater.</p>	<p>Progressing according to plan</p>	<p>Social Emotional and self regulation skills are being taught in classrooms by the school counselor with support during the week from classroom teachers. School wide recognition and rewards are being used to support use of these skills at school. We are not able to determine if a true 5% increase has occurred due to changes in the student climate survey questions. It is our intent to use end of year SEL walk through data and a student survey at the end of the school year to reflect how safe students are feeling at school.</p>

TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 9,921.60
TSSA SY20-21 New Funding	\$ 52,742.00
TSSA Total funding for SY20-21	\$ 62,663.60
TSSA SY20-21 Anticipated Spending	\$ 61,405.00
TSSA Expected balance carried over into SY21-22	\$ 1,258.60
TSSA Anticipated new funding for SY21-22	\$ 53,798.00
TSSA Total funding available for SY21-22	\$ 55,056.60
Describe your school's SY20-21 Progress for TSSA Spending	<p>Funds were used to purchase additional technology to support student learning through use of English Language Arts and math programs, creating, sharing knowledge, and increased ways to communicate and learn remotely were used. Professional development was provided and structured so teachers could direct their own learning with support from multiple sources on CANVAS. Teachers received an extra day for professional development on CANVAS. A stipend paid to teachers for their continued creation, use, and skill development with CANVAS to directly impact student learning at each grade level. Additional adult support for student safety was provided for increased distancing, supervision, and sanitizing when outside or in the cafeteria. The adult would help reinforce safe practices and support student needs while encouraging safe play, and self-regulation while transitioning. The creation of a Junior Hope squad was started with instruction to help build student leaders. The goal is to help promote the CASEL competencies and strategies being taught within the school community.</p>

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 2,444.98
B - Allocated new funds for SY20-21	\$ 57,516.00
C - Total Budget for SY20-21	\$ 59,960.98
D - Projected spending during SY20-21	\$ 59,960.98
E - Expected carryover from SY20-21	\$ 0.00
F - Projected new funding for SY21-22	\$ 47,402.64
G - Total projected funding for SY21-22	\$ 47,402.64

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Mathematics
<i>Goal Statement</i>	Seventy percent of grades K-6 students will achieve 70% or higher on priority standard grade level common formative mathematics assessments.
<i>Measures to determine progress</i>	Common grade level math strand formative assessments of priority standards
<i>Action Plan</i>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Teachers will continue in Comprehensive Mathematics Instruction (CMI) training: <ol style="list-style-type: none"> 1. Curriculum mapping of priority standards. 2. Unit planning according to priority standards. 3. Creation/and or use of common grade level priority standards assessments. 4. Grade level CMI lesson study 5. Stipend and/or substitutes paid for CMI training and lesson study. 2. Follow the CMI framework for math instruction and use of mathematical discourse with students. 3. CMI teacher leadership team to support CMI implementation. 4. Regular PLC meetings to discuss progress and specific interventions and response from targeted subgroups. 5. Monthly grade level meeting with CMI specialist to support instruction and student progress. 6. Hire 3 tutors, with LANDtrust funds, to support tier 1 and tier 2 targeted interventions. CMI specialist to support and train tutors. 7. Students will utilize adaptive math software, purchased with LANDtrust funds, following recommended usage. Data will be reviewed, and instruction adjusted based on student need. <ol style="list-style-type: none"> 1. ST math 2. iReady and/or Dream Box 8. Social Emotional Learning (SEL) instruction will be used to support academic growth. <ol style="list-style-type: none"> 1. Regular classroom instruction of SEL skills using Sanford Harmony materials. 2. Provide on-going professional development on SEL resources. 3. Junior Hope squad. Build student leaders through targeted instruction and materials. Model SEL focus strategies with peers. 4. Create and promote SEL spaces within the building for students and staff.
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #PCBL #SEL #TeacherLeaders #Tech
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Culture
<i>Academic area(s)</i>	Mathematics

addressed by the goal

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

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$6,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Teacher stipend for CMI curriculum mapping, creation of common assessments, and CMI lessons for priority standards. Substitutes provided for lesson studies.	\$ 4,500.00
TSSA	Salaries & Benefits	Stipend for CMI teacher leadership team.	\$ 1,500.00

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

Yes

Goal LAND Trust Expense Total - \$30,902.64

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	3 Math tutors	\$ 28,000.00
LAND Trust Academic	Online Curriculum or Subscriptions	Purchase of software licenses for mathematics adaptive software programs. (ST, iReady, and or Dream box)	\$ 2,902.64

<i>Goal Short Title</i>	Language Arts/Reading
<i>Goal Statement</i>	Seventy percent of K-6 students will show typical or greater progress on Acadience Pathways to Progress as measured by End of Year (EOY) composite score.
<i>Measures to determine progress</i>	Acadience middle of year (MOY) and end of year (EOY) benchmark assessment and Pathways to progress MOY and EOY reports.
<i>Action Plan</i>	<p>Action Plan:</p> <ol style="list-style-type: none"> 1. Teachers will follow district grade level planning guides for daily instructional minutes for reading and writing. 2. Participation in regular PLC meeting to discuss and plan tier 1 and tier 2 interventions and enrichment for differentiated instruction. 3. Monthly data meetings to review growth and progress in reading and writing. Review of progress monitoring for identified subgroups receiving targeted intervention and supported by ELA coordinator and administration. 4. Professional development and support from ELA coordinator for teachers and tutors in Language Arts skills and research-based intervention strategies. Stipends and/or substitutes paid for LETRS professional development. 5. Informative writing benchmarks and writing instruction tied to a reading text will be used with students. 6. Teachers will utilize Title 1 tutors to support tier 1 and tier 2 instruction of targeted interventions. Hire one intervention specialist to coordinate and support Latino in Action (LIA) student tutors, paid for with LANDtrust funds. 7. Adaptive software, funded with LANDtrust, will be used to personalize instruction using recommended usage. Data will be reviewed, and instruction adjusted based on student need. Kindergarten software will also be purchased with LANDtrust funds. 8. SEL instruction and resources used to support academic growth. <ol style="list-style-type: none"> 1. Regular classroom instruction of SEL skills using Sanford Harmony materials. 2. Provide on-going professional development on SEL resources. 3. Junior Hope squad. Build student leaders through targeted instruction and materials. Model SEL focus strategies with peers. 4. Create and promote SEL spaces within the building for students and staff.
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#Tech#PCBL#TeacherLeaders#SEL
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Culture
<i>Academic area(s) addressed by the goal</i>	Reading Writing
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$3,800.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	General Supplies, Other	Materials for instruction and signage throughout the building to promote and reinforce SEL strategies	\$ 1,000.00
TSSA	Salaries & Benefits	Stipend for 2 teachers to participate in LETRS training, and substitutes for 4 days each.	\$ 2,800.00

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

Yes

Goal LAND Trust Expense Total - \$14,126.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Hire an intervention specialist to coordinate and support Latino-In-Action and volunteer tutoring program.	\$ 11,000.00
LAND Trust Academic	Online Curriculum or Subscriptions	Additional adaptive software licenses (Waterford, iReady, etc.)	\$ 2,700.00
LAND Trust Academic	Software / Technology Hardware < \$5000	Kindergarten data tracking and reports for Language Arts	\$ 426.00

<p><i>Goal Short Title</i></p>	<p>Social Emotional Learning (SEL)</p>										
<p><i>Goal Statement</i></p>	<p>Teachers, staff, and administrators will work together to intentionally promote an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected using competencies, indicators, and developmental goal. Extensive research demonstrates that school-based SEL programs can promote and enhance students' connection to school, positive behavior, and academic achievement (Durlak et al., 2011). Based on this research we expect student centered SEL goals to support learners and learner proficiency as outlined in goals 1 and 2.</p>										
<p><i>Measures to determine progress</i></p>	<p>Acadience middle of year (MOY) and end of year (EOY) benchmark assessment and Pathways to progress MOY and EOY reports. Common grade level math strand formative assessments of priority standards</p>										
<p><i>Action Plan</i></p>	<p>Action Plan:</p> <p>SEL instruction, professional development, and resources used to support student well-being and academic growth.</p> <ol style="list-style-type: none"> 1. Regular classroom instruction of SEL skills using Sanford Harmony materials. 2. Provide on-going professional development on SEL resources. 3. Junior Hope squad. Build student leaders through targeted instruction and materials. Model SEL focus strategies with peers. 4. Create and promote SEL spaces within the building for students and staff. 										
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#TeacherLeaders #SEL</p>										
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Empowered Employees Culture</p>										
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading Mathematics</p>										
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	<p>Yes</p>										
<p><i>Will TSSA funds be used to support this goal?</i></p>	<p>Goal TSSA Expense Total - \$25,014.80</p> <table border="1" data-bbox="456 1850 1487 2020"> <thead> <tr> <th data-bbox="456 1850 570 1923"><u>Funding Source</u></th> <th data-bbox="570 1850 716 1923"><u>Expense Category</u></th> <th data-bbox="716 1850 1305 1923"><u>Description</u></th> <th data-bbox="1305 1850 1487 1923"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1923 570 2020">TSSA</td> <td data-bbox="570 1923 716 2020">Salaries &</td> <td data-bbox="716 1923 1305 2020">Hope Squad Teacher leader</td> <td data-bbox="1305 1923 1487 2020">\$ 12,745.00</td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries &	Hope Squad Teacher leader	\$ 12,745.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>								
TSSA	Salaries &	Hope Squad Teacher leader	\$ 12,745.00								

		Benefits						
	TSSA	Salaries & Benefits	SEL Coach to support and teach students during transitions, structured recess, and help with instruction and application of SEL skills with students during the school day.	\$ 12,269.80				
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	No							
	Goal LAND Trust Expense Total -							
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Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Language Arts/Reading	TSSA	General Supplies, Other	Materials for instruction and signage throughout the building to promote and reinforce SEL strategies	\$1,000.00
Language Arts/Reading	TSSA	Salaries & Benefits	Stipend for 2 teachers to participate in LETRS training, and substitutes for 4 days each.	\$2,800.00
Mathematics	TSSA	Salaries & Benefits	Teacher stipend for CMI curriculum mapping, creation of common assessments, and CMI lessons for priority standards. Substitutes provided for lesson studies.	\$4,500.00
Mathematics	TSSA	Salaries & Benefits	Stipend for CMI teacher leadership team.	\$1,500.00
Social Emotional Learning (SEL)	TSSA	Salaries & Benefits	Hope Squad Teacher leader	\$12,745.00
Social Emotional Learning (SEL)	TSSA	Salaries & Benefits	SEL Coach to support and teach students during transitions, structured recess, and help with instruction and application of SEL skills with students during the school day.	\$12,269.80

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 53,798.00
2. Total projected TSSA funding for SY21-22	\$ 55,056.60
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 7,880.80
3. Total planned TSSA expenditures for SY21-22	\$ 42,695.60
4. Planned TSSA carryover into the SY22-23	\$ 12,361.00

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

Yes

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Language Arts/Reading	LAND Trust Academic	Salaries & Benefits	Hire an intervention specialist to coordinate and support Latino-In-Action and volunteer tutoring program.	\$11,000.00
Language Arts/Reading	LAND Trust Academic	Online Curriculum or Subscriptions	Additional adaptive software licenses (Waterford, iReady, etc.)	\$2,700.00
Language Arts/Reading	LAND Trust Academic	Software / Technology Hardware < \$5000	Kindergarten data tracking and reports for Language Arts	\$426.00
Mathematics	LAND Trust Academic	Salaries & Benefits	3 Math tutors	\$28,000.00
Mathematics	LAND Trust Academic	Online Curriculum or Subscriptions	Purchase of software licenses for mathematics adaptive software programs. (ST, iReady, and or Dream box)	\$2,902.64

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 47,402.64
G - Total projected funding for next year SY21-22	\$ 47,402.64
H - Total planned expenditures for next year SY21-22	\$ 45,028.64
I - Planned carryover into the following year SY22-23	\$ 2,374.00
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Unused funds not spent due to unforeseen circumstances will be use to upgrade student and staff technology to support student academic learning goals and/or provide additional teacher leadership support and opportunities.
Plan for sharing the school LANDTrust plan with the community	Labels to identify LAND Trust purchases 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:

Goal Area 1: Mathematics

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

Website|Newsletter|Meeting

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

Goal Area 2: Language Arts-Reading

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

Goal Area 1: Mathematics

Title I Plan / TSSP: Which evidence-based methods,

Professional Learning Communities/Davis Collaborative Teams|Collaborative Coaching

instructional strategies and programs are used to strengthen the school-wide program?

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

Comprehensive Mathematics Instruction (CMI) and mathematical discourse

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

Back to School|Website|Federal programs video

share the Family Policy/Compact with stakeholders?

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

Data reviewed from student response to instruction, small group, and individual interventions reflect a 4% increase from beginning of year to middle of year Acadience reading. Targeted sub-groups for improvement show ELL and Hispanic students having an upward trend for Acadience reading scores. Support for students have been provided through Title I/or additional tutor support for reading and mathematics in the form of small group research based instructional strategies (Sidewalks, Early Steps, Next Steps, adaptive software, mathematical discourse, and CMI framework). Additional administrative support has been provided to work with teachers in response to intervention through our Local Case Management Team, tutors, and professional learning communities.

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

All paraprofessionals working with students on academics meet highly qualified status.

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

All funds are used to support TSSP goals and action steps. Funding sources are drawn on from all areas and utilized with input from stakeholders to benefit student growth and achievement, professional development, and personalized learning for students and staff.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/12/2021
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	2