



# BOARD REPORT

## Teacher Student Success Plan

### TSSA and LAND Trust

**Bluff Ridge Elementary - SY 2022**

Principal Adrienne Kennett

## 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 Bluff Ridge Elementary is to promote learning first for all. To accomplish our purpose, we involve stakeholders in the decisions that directly impact student learning. Emphasis is placed on effective instruction and establishing high expectations for all students and educators in each classroom. In addition, we provide support to students through differentiated instruction and intervention.

# Description of the School

## Community

Bluff Ridge Elementary is located at 2680 South Bluff Ridge Drive, Syracuse, UT, which is a suburban area in Davis County, Utah. The school was built in 1999 as a year-round school operating on a four-track-year-round scheduling system. After 17 years on the year-round schedule, the school transitioned to a traditional schedule. We have been on the traditional schedule for five years. Our school is located just east of the Great Salt Lake.

## Student Body

Bluff Ridge has a student population of 836 preschool through sixth grade. Of those students, we have 89.8% Caucasian, 6.8% Hispanic/Latino, 2.6% Multiple Races, 0.5% Asian, 0.4% Native American/Alaskan Native, 0.2% Native Hawaiian/Pacific Islander, and 0.2% Black/African American. Risk factors include 12.6% of our students identified as economically disadvantaged, 0.6% having limited English proficiency, and 13.9% receiving special education services.

## Staff

Bluff Ridge Elementary has a combined faculty and staff of 81 employees, which include 1 principal, 32 certified educators, 5 special educators, 1 administrative intern, 0.5 English language arts coordinator, 1 school counselor, 0.5 school psychologist, 1.5 speech-language pathologist, 5 prep-time specialists, 11 special education paraprofessionals, and 25 classified employees. The average teaching experience at Bluff Ridge Elementary is 11.5 years. We have 34% of our teachers endorsed to teach English as a second language, 26% hold a master's degree, and 14% hold an endorsement in reading and/or math.

## School Culture

Tradition is proud and strong at Bluff Ridge Elementary beginning with a focus on student achievement and progress. Our faculty and staff love coming to work each day and their great attitudes are contagious, making this a great place for all stakeholders. Student learning is our focus and carried out beyond classroom walls through high parental involvement, including an active PTA, Community Council, and classroom volunteers. Collaboration is evident through weekly meetings, where teachers on grade-level and cross grade-level teams plan lessons, analyze student data, assess teaching and student learning, and provide site-based professional learning opportunities. We recognize that not all students learn at the same rate but believe all students can progress. At Bluff Ridge, we have a culture of using data that drives our decisions to improve student achievement. Our faculty and staff are supportive of each other because of their strong commitment to help each student reach their full potential.

## Unique Features & Challenges

Bluff Ridge Elementary is recognized in advancing technology integration for student achievement. Our school has 1:1 student device access in grades K-6. We have many teachers specialized in integrating technology and continue to train in blended learning and personalized competency-based learning to enhance and individualize student learning. We establish a high-priority for science technology engineering mathematics (STEM)-focused programs including an in-school and after-school physics and robotics program, STEM prep time class for grades K-6, and computer science class for grades K-6.

Our 6th grade students participate in an orchestra before school program and perform annually for parents and peers. A Jr. HOPE Squad and student council provide 5th and 6th grade students with opportunities to be leaders in our school and support social diversity. We also host a community preschool program with four sessions of classes for three- and four-year-old students. Our school community is tremendously instrumental in supporting these programs by contributing to our school-wide fundraising efforts and allocation of Land Trust Funding.

Bluff Ridge Elementary survey data shows a need to address social emotional health and pro-social behaviors among the students. Evidence of this need include:

- 13.82% chronic absenteeism for minority population compared to 8.91% for Caucasian
- Student survey data indicating a need to incorporate direction instruction of pro-social behaviors and recognition of utilizing skills, recognition of appropriate behaviors, increased supervision before and after school and during transitions, and a proactive bullying plan.
- SEL Walkthrough Tool (self-evaluation) identifying the need to represent diverse members of our community.

## **Additional Information**

Bluff Ridge Elementary faculty have learned to use Office 365 software, including the TEAMS app, CANVAS, and NearPod to communicate and collaborate in the learning process. Bluff Ridge Elementary was awarded the first NearPod Certified School in the state of Utah. Bluff Ridge has also increased parental support of the local PTA and Community Council with active and highly involved parents.

# Needs Analysis

## Notable Achievements

Bluff Ridge faculty and staff have taken proactive steps to address student discipline. Over a five-year period, the average school discipline referrals to the office were 230.5 per year. During the 2020-2021 this number has decreased to 35. The faculty and staff incorporated restorative practices, developed a systematic reporting system to communicate with parents earlier in the process, established school expectations for common areas which are reviewed daily on morning announcements, implemented a positive reward and recognition system for positive pro-social behavior among students including a reward and recognition system for faculty and staff to increase acknowledgement of these behaviors. In addition, faculty have received training on behavior intervention from the Davis School District special education department.

## Areas of Recent Improvement

Bluff Ridge students were able to maintain the percent proficient and measured growth progress through the transition from SAGE to RISE and in lieu of the technical difficulties experienced with statewide end of level testing. In addition, students in 5th and 6th grades met or exceeded the measured growth progress of 40 in English-language arts, math, and science. Fourth grade students met or exceeded the measured growth progress of 40 in English-language arts. Measured growth proficient for minority students is 40 or greater. Students in grades K-3 have an average of 4% increase of number of proficient students from beginning of year to end of year over a two year period. Over 80% of students in grades K-3 are proficient in reading at the end of year based on Acadience Reading Assessment.

## Areas of Needed Improvement

Bluff Ridge needs to improve in the following areas:

- Increase the number of students at or above typical progress based on Acadience Pathways of Progress.
- Increase the number of students meeting mastery or obtaining a measure growth percentile (MGP) of 40 or greater in grades 3-6 based on RISE Assessments and DSD writing assessments.
- Students with disabilities will be targeted to meet and/or exceed the expected measured growth progress of 40 from 30 in English Language Arts (ELA), 19 in math, and 26 in science, and increase the number of students proficient by at least 3% from the 2018-2019 proficiency scores of 11.4% in English-language arts, 9.1% in math, and 8.1% in science.
- Continue progress towards Social Emotional Learning (SEL) understanding and pedagogical practices. In addition, focused efforts need to be made towards the inclusion of diverse community members.

# 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>75% of K-3 students and 4-6 at-risk students will make typical, above typical, or well-above typical progress based on the Acadience Reading Pathways of Progress.</p>	<p>Did not meet goal</p>	<p>Bluff Ridge Elementary made progress towards end of year (EOY) goal as written, but did not meet goal as written due to March 2020 COVID-19 closure of schools and suspension of end of level state assessments. Acadience middle of year benchmark assessments were utilized to assess students in grades K-6 and evaluate progress toward goal based on Acadience Reading Assessments.</p> <ul style="list-style-type: none"> <li>• 80.8% of K-3 students and 4-6 at-risk student made typical, above typical, or well-above typical progress from beginning of year (BOY) to middle of year (MOY) benchmark scores on the Acadience Reading Pathways of Progress.</li> <li>• K-3 students were 77.2% at or above benchmark at BOY to 81% at or above benchmark at MOY based on Acadience Reading. The percent of students at or above benchmark from BOY to MOY increased by 3.8%.</li> <li>• 4-6 students were 74.44% at or above benchmark at BOY to 84.31% at or above benchmark at MOY based on Acadience Reading. The percent of students at or above benchmark from BOY to MOY increased by 9.87%.</li> </ul> <p>Identified instructional needs: K-6 teachers administered Acadience for all students in K-6 within the first 30 days of school or enrollment. K-6 teachers completed the Davis School District (DSD) Drill Down on students scoring well-below (red) and below (yellow) on Acadience within the first 30 days of school or enrollment</p> <p>Instruction: K-6 teachers implemented daily Tier I whole class instruction using DSD Letter of the Day, Sight Word of the Day, and Blending Routines in grades K-2, Fluency 5 or repeated reading strategies from McGraw-Hill and DSD adopted curriculum for ELA. Purchased Fluency 5 books for grades K-6.</p> <p>Intervention: Teachers instituted a block schedule for Tier I and II instruction/intervention. Tier I instruction, provided by paraprofessionals, using DSD resources, Acadience Group Intervention for students At or Above Benchmark, McGraw-Hill, or adaptive technology</p>

Tier II small group instruction, provided by teachers, using DSD resources, McGraw-Hill, and DSD adopted curriculum.

Progress monitoring:

Teachers utilized the Acadience Reading program in grades K-3 (all) and 4-6 below and well-below students and Educational Software for Guiding Instruction (ESGI) for kindergarten.

Tier II small group progress monitor completed by teacher using Core Phonics (BOY, MOY, and EOY) or Quick Phonics Screener (QPS), Zeno Word List weekly, Acadience Reading, DIBELS, DSD adopted assessments, ESGI for kindergarten.

Purchased Acadience Reading for 4-6 grade students scoring well-below and below benchmark for progress monitoring.

Purchased ESGI licenses for kindergarten teachers.

Paraprofessionals:

5-6 ELA paraprofessionals were hired and assigned to K- 6 classrooms; 1 paraprofessional was hired and assigned to classes over 26.875 students in grades K-3.

Paraprofessionals completed professional learning for two weeks during the first 30 days of the school year provided by ELA coordinator.

BRE School Tier I Data Team:

Established a team consisting of administration, ELA coordinator, school psychologist, and one-grade level representative from each grade and provided stipends to team members for monthly meetings to analyze school-wide data and provide recommendations for Tier I instruction and complete professional learning offered by Davis School District. Purchased data binders for each Data Team Member.

BRE Local Case Management Tier (LCMT) II Instruction Team:

Established two LCMT teams (A & B) consisting of administration, ELA coordinator, school psychologist, and two grade-level representatives from each grade level and provided stipends for team members for weekly meetings alternating between Team A and Team B to analyze individual student data and provide recommendations for Tier II instruction.

Purchased data binders for each LCM Team Member.

Purchased intervention folders.

100% of Bluff Ridge teachers will complete Comprehensive Math Instruction (CMI) training by the 5-year deadline starting school year 2019-2020 and completing 2024 -2025.

Did not meet goal

Bluff Ridge Elementary made progress towards EOY goal as written, but did not meet goal as written due to March 2020 COVID-19 closure of schools. Based on attendance records for CMI training from August 2019 to March 2020, 100% of Bluff Ridge leadership team, consisting of 4 teachers (each from a different grade level), principal, and administrative intern completed the 2-day training in Spring 2019 and Summer 2019. In addition, 37 certified, 3 special education teachers, and administration attended 100% of the Comprehensive Math Instruction (CMI) professional learning lessons 1-12 and 100% of teachers completed grade-level

lesson studies; lessons 13-16 suspended beginning March 2020 due to COVID-19 closure of schools.

Bluff Ridge paid the \$7500 portion of BYU Dr. Bahr CMI training.

Bluff Ridge Elementary students will have a Median Student Growth Percentile of 60 or higher as measured by Utah state RISE Summative Assessment in Science.

Did not meet goal

Bluff Ridge Elementary made progress towards EOY goal as written, but did not meet goal as written due to March 2020 COVID-19 closure of schools and suspension of end of level state assessments. The following action plan steps were completed for the 2019-2020 school year:

- Professional learning of inquiry-based science instruction through Davis School District (DSD) Teaching and Learning Department completed by K-6 teachers.
- Bluff Ridge teachers participated in the Davis Collaborative Team (DCT) STEM focus groups.
- Grade-level teams completed an independent study of the "K-12 Framework for Science Education."
- Grade-level teams developed a scope and sequence map aligned with the Utah Core Standards for Science.
- With funding support from the DSD Teaching and Learning Department, grades K-6 acquired science kits to provide authentic, hands-on science instruction.
- Using 4-6 grade curriculum-based measures 80+% of students demonstrated proficiency towards Utah Core Standards in Science.

# Current Year Progress Report

## Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>75% of K-6 students will make typical, above typical, or well-above typical progress based on the Acadience Reading Pathways of Progress.</p>	<p>Progressing according to plan</p>	<p>Acadience middle of year (MOY) benchmark assessments were utilized to assess students progress toward 75% typical, above typical, or well-above typical progress and to estimate a projection for end of year (EOY) growth.</p> <p>K-3 students making typical, above typical, or well-above typical is 66.1%. The number of students at or above benchmark for grades K-3 at beginning of year (BOY) was 65.5% to 71.4% MOY an increase of 5.9%. This is a greater increase in proficiency from BOY to MOY than the average of 3.6% for the three previous school years.</p> <p>4-6 grade students made progress towards goal, but will not meet goal as written due to the elimination of the 4-6 Acadience Funding cut from the USBE budget due to COVID-19. Bluff Ridge 4-6 grade students did increase the number of students at or above benchmark from 71.15% at BOY to 76.29% at MOY an increase of 5.75%.</p> <p>Identified Instructional Needs:            Teachers administered Acadience benchmark assessments for all students in K-6 within the first 30 days of school or enrollment utilizing the Acadience assessment.            Teachers completed the DSD Drill Down on K-6 students scoring well-below (red) and below (yellow) on Acadience within the first 30 days of school or enrollment.            A kindergarten teacher (0.5 FTE) and one 3rd grade teacher (0.5 FTE from goal 1 and 0.5 FTE from goal 2) to reduce class sizes and/or support classes with 15%+ at-risk students.            Special education teachers and grade-level professional learning communities (PLCs) identified students with disabilities that have not met proficiency and growth standards for 1+ years. Special Education teachers and general education teachers were unable to attend TSI Partnership trainings from Teaching and Learning/Special Education Department due to suspension of of the training for 2020-2021 school year.</p> <p>Instructional and Intervention Plan:            Teachers selected on instructional and intervention plans to provide Tier I instruction and targeted Tier 2 interventions.</p> <p>Progress Monitoring:            Teachers utilized the Acadience Reading program in grades K-6 for progress monitoring.</p> <p>Grade-level and Cross-grade-level PLC were completed weekly on a 3:1 rotation (3 weeks PLC push-in LCMT: 1</p>



In the area of math, Bluff Ridge students will increase Measured Growth Progress (MGP) by 5% and/or achieve an MGP of 60 as measured by the RISE Summative.

Progressing according to plan

week faculty) to develop recommendations for Tier I and II instruction/intervention. Related servers, specialists, and administration supported grade-level and cross-grade level analysis.

Bluff Ridge Elementary made progress towards EOY goal as written, but did not meet goal as written due to March 2020 COVID-19. 0.5 FTE teacher was hired for third grade to reduce class sizes and/or support classes with 15+% at-risk students. Teachers were unable to complete the Comprehensive Math Instruction (CMI) training due to the suspension of the program due to COVID-19. However, teachers progressed toward professional learning in the following ways:

- Utilized PLCs on Fridays to plan scope and sequence of teacher-led professional learning of core standards.
- Professional Learning days in January and March consisted of cross-grade-level data dives in curriculum-based math assessments to analyze students growth and progress towards core standards.
- K-6 teachers continued to incorporate math talk moves and student discourse; both hallmarks of CMI pedagogical practices.
- K-2 and 4 grade teachers adopted Math Investigations and completed professional development. Math Investigations follows the pedagogical practices of CMI.

Improve student and staff relationships to improve school climate and build a sense of community and safety by implementing Social Emotional Learning (SEL) strategies as measured by SEL Walkthrough Tool and DSD School Climate Surveys.

Progressing according to plan

Bluff Ridge Elementary school counselor has trained staff and students on self-awareness and self-management strategies using Pure Edge, Inc. strategies. The creation of a space for staff and students to have a mindful moment or implement self-management strategies in currently in the process of being created. In addition, the school counselor has created a space in her office for staff and students. Restorative practices have been integrated into discipline procedures. Bluff Ridge and DSD SEL team evaluated data related to discipline and SEL survey data to identify and implement SEL practices school-wide.

A Social/Behavior Support Coach for K-6 students was not hired and funding was removed from proposed plan. Bluff Ridge administration, in consultation with stakeholders, funded 0.5 counselor position to have a full time counselor (0.5 funded by DSD).

# TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 21,127.69
TSSA SY20-21 New Funding	\$ 104,890.00
TSSA Total funding for SY20-21	\$ 126,017.69
TSSA SY20-21 Anticipated Spending	\$ 102,588.97
TSSA Expected balance carried over into SY21-22	\$ 23,428.72
TSSA Anticipated new funding for SY21-22	\$ 110,215.00
TSSA Total funding available for SY21-22	\$ 133,643.72
Describe your school's SY20-21 Progress for TSSA Spending	<p>Contract Day for teachers on August 18,2021. Total: \$14,832.34 Teacher Leadership Opportunity: Site-based mentor program for all provisional 1, 2, 3 educators (total of 8 funded) with a \$100 stipend to mentors with stipend being provided on May 2021 paycheck. Total: ~\$1,064.00 Teacher Professional Learning Stipend: Teachers participated in structured and approved professional learning beginning August 3, 2020 and completing August 14, 2020. 34 Full-time teachers (40 hours) will earn \$850 and 4 half-time teachers (20 hours) will earn \$425. Total: \$45,051.10 Buy-out 0.5 school counselor position to provide a full-time counselor. Total: ~\$43,100.00 Covid-19 flexible office support; 22 hours to cover lunch, recess, and Covid-19 social distancing supports. Total ~\$11,500</p>

# LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 16,216.65
B - Allocated new funds for SY20-21	\$ 112,828.00
C - Total Budget for SY20-21	\$ 129,044.65
D - Projected spending during SY20-21	\$ 110,127.60
E - Expected carryover from SY20-21	\$ 18,917.05
F - Projected new funding for SY21-22	\$ 97,111.35
G - Total projected funding for SY21-22	\$ 116,028.40

# Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Kindergarten Writing</b>								
<i>Goal Statement</i>	Kindergarten student performance and learning will improve in English Language Arts as measured by student outcomes on a grade-level appropriate writing product that is informed by reading text.								
<i>Measures to determine progress</i>	80% of kindergarten students will produce a writing product that scores a 3 or higher on the kindergarten writing rubric.								
<i>Action Plan</i>	<ul style="list-style-type: none"> <li>• Weekly grade-level professional learning community (PLC) following the Dufour PLC model.</li> <li>• Collaborate with ELA coordinator and cross grade teams to identify instructional needs, resources, and professional learning.</li> <li>• Participate in targeted Tier I professional learning on principles and pedagogy related to TSSP goals.</li> </ul>								
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#PCBL#TeacherLeaders								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Parent & Community Connections								
<i>Academic area(s) addressed by the goal</i>	Writing								
<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 - <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> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>				
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<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Yes Goal LAND Trust Expense Total - <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> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>				
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<i>Goal Short Title</i>	<b>Kindergarten Reading</b>										
<i>Goal Statement</i>	Kindergarten students will show increased growth on the Acadience Pathways to Progress report from beginning of year to end of year.										
<i>Measures to determine progress</i>	Fifty-nine percent of kindergarten students show typical or above growth on Acadience Reading Pathways of Progress. The goal is to increase that to 62%.										
<i>Action Plan</i>	<ul style="list-style-type: none"> <li>• Weekly grade-level professional learning community (PLC) following the Dufour PLC model.</li> <li>• Collaborate with ELA coordinator and cross grade teams to identify instructional needs, resources, and professional learning.</li> <li>• Participate in targeted Tier I professional learning on principles and pedagogy related to TSSP goals.</li> <li>• Purchase decodable text for home-school connection of phonics skills purchased with LAND Trust funds.</li> </ul>										
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #PCBL #TeacherLeaders										
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<i>Academic area(s) addressed by the goal</i>	Reading										
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<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$7,448.00</p> <table border="1" data-bbox="456 1394 1487 1982"> <thead> <tr> <th data-bbox="456 1394 573 1465"><u>Funding Source</u></th> <th data-bbox="573 1394 716 1465"><u>Expense Category</u></th> <th data-bbox="716 1394 1320 1465"><u>Description</u></th> <th data-bbox="1320 1394 1487 1465"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1465 573 1982">TSSA</td> <td data-bbox="573 1465 716 1982">Salaries &amp; Benefits</td> <td data-bbox="716 1465 1320 1982">Stipend for Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning course units 1-4 at \$300 (\$399 with taxes and SS) per unit (DSD paying for 2 units and Bluff Ridge Elementary (BRE) paying for 2 units); 3 kindergarten, 3 special education, and 1 speech language pathologist = \$5,586. • 4 full-day substitute days for teachers to attend USBE/DSD LETRS professional learning day four times in the year at \$133 per sub per day (DSD paying for 2 subs and BRE paying for 2 subs); 3 kindergarten, 3 special education, and 1 speech language pathologist = \$1,862.</td> <td data-bbox="1320 1465 1487 1982">\$ 7,448.00</td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Stipend for Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning course units 1-4 at \$300 (\$399 with taxes and SS) per unit (DSD paying for 2 units and Bluff Ridge Elementary (BRE) paying for 2 units); 3 kindergarten, 3 special education, and 1 speech language pathologist = \$5,586. • 4 full-day substitute days for teachers to attend USBE/DSD LETRS professional learning day four times in the year at \$133 per sub per day (DSD paying for 2 subs and BRE paying for 2 subs); 3 kindergarten, 3 special education, and 1 speech language pathologist = \$1,862.	\$ 7,448.00
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*Will LANDTrust funds be used to support the implementation of this goal?*

Yes

Goal LAND Trust Expense Total - \$600.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Online Curriculum or Subscriptions	Decodable text for home-school connection of phonics skills Reading A-Z decodable books (1 subscription per class @\$120)	\$ 600.00

<i>Goal Short Title</i>	<b>First Grade Reading</b>										
<i>Goal Statement</i>	First grade students will show increased growth on the Acadience Pathways to Progress report from beginning of year to end of year.										
<i>Measures to determine progress</i>	Seventy-six percent of first grade students show typical or above growth on Acadience Reading Pathways of Progress. The goal is to increase that to 78%.										
<i>Action Plan</i>	<ul style="list-style-type: none"> <li>• Weekly grade-level professional learning community (PLC) following the Dufour PLC model.</li> <li>• Collaborate with ELA coordinator and cross grade teams to identify instructional needs, resources, and professional learning.</li> <li>• Hire an educator and/or paraprofessionals with LAND Trust funds to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments. Reducing class/group size will allow the teachers to target specific academic needs and provide tailored instruction through increased educator-student interaction during whole class instruction for at-risk to advanced students. In addition, smaller class/groups size will increase opportunities for explicit interventions for at-risk students and improve growth rates.</li> <li>• Participate in targeted Tier I professional learning on principles and pedagogy related to TSSP goals.</li> </ul>										
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#PCBL#TeacherLeaders										
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Parent & Community Connections										
<i>Academic area(s) addressed by the goal</i>	Reading										
<i>Does this action plan include behavioral / character education / leadership efforts?</i>											
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$5,320.00</p> <table border="1" data-bbox="456 1598 1487 2018"> <thead> <tr> <th data-bbox="456 1598 573 1671"><u>Funding Source</u></th> <th data-bbox="573 1598 716 1671"><u>Expense Category</u></th> <th data-bbox="716 1598 1321 1671"><u>Description</u></th> <th data-bbox="1321 1598 1487 1671"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1671 573 2018">TSSA</td> <td data-bbox="573 1671 716 2018">Salaries &amp; Benefits</td> <td data-bbox="716 1671 1321 2018">Stipend for LETRS professional learning course units 1-4 at \$300 (\$399 with taxes and SS) per unit (DSD paying for 2 units and BRE paying for 2 units); 5 first grade teachers = \$3,990. 4 full-day substitute days for teachers to attend USBE/DSD LETRS professional learning day four times in the year at \$133 per sub per day (DSD paying for 2 subs and BRE</td> <td data-bbox="1321 1671 1487 2018">\$ 5,320.00</td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Stipend for LETRS professional learning course units 1-4 at \$300 (\$399 with taxes and SS) per unit (DSD paying for 2 units and BRE paying for 2 units); 5 first grade teachers = \$3,990. 4 full-day substitute days for teachers to attend USBE/DSD LETRS professional learning day four times in the year at \$133 per sub per day (DSD paying for 2 subs and BRE	\$ 5,320.00
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paying for 2 subs); 5 first grade teachers = \$1,330.

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

Yes

Goal LAND Trust Expense Total - \$30,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Hire an Educator and/or paraprofessionals to support class size	\$ 30,500.00



<p><i>Goal Short Title</i></p>	<p><b>Second Grade Reading</b></p>										
<p><i>Goal Statement</i></p>	<p>Second grade student performance and learning will improve in English Language Arts as measured by student outcomes on a grade-level appropriate decoding assessment.</p>										
<p><i>Measures to determine progress</i></p>	<p>Second grade students will be 87% proficient in phonics and word recognition and/or show 3% growth from beginning of year as measured by the Core Phonics assessment.</p>										
<p><i>Action Plan</i></p>	<ul style="list-style-type: none"> <li>• Weekly grade-level professional learning community (PLC) following the Dufour PLC model.</li> <li>• Collaborate with ELA coordinator and cross grade teams to identify instructional needs, resources, and professional learning.</li> <li>• Hire an educator and/or paraprofessionals with LAND Trust funds to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments. Reducing class/group size will allow the teachers to target specific academic needs and provide tailored instruction through increased educator-student interaction during whole class instruction for at-risk to advanced students. In addition, smaller class/groups size will increase opportunities for explicit interventions for at-risk students and improve growth rates.</li> <li>• Purchase instructional materials with LAND Trust funds to support student’s ability to recognize and decode grade-appropriate words.</li> <li>• Purchase high interest text to apply decoding skills and engage students in higher-level authentic materials with teacher and peer support with LAND Trust funds.</li> <li>• Participate in targeted Tier I professional learning on principles and pedagogy related to TSSA goals.</li> </ul>										
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PDI#PCBL#TeacherLeaders</p>										
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth &amp; Achievement Empowered Employees Parent &amp; Community Connections</p>										
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading</p>										
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	<p>No</p>										
<p><i>Will TSSA funds be used to support this goal?</i></p>	<p>Goal TSSA Expense Total - \$5,320.00</p> <table border="1" data-bbox="456 1734 1487 2020"> <thead> <tr> <th data-bbox="456 1734 573 1808"><u>Funding Source</u></th> <th data-bbox="573 1734 716 1808"><u>Expense Category</u></th> <th data-bbox="716 1734 1320 1808"><u>Description</u></th> <th data-bbox="1320 1734 1487 1808"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1808 573 2020">TSSA</td> <td data-bbox="573 1808 716 2020">Salaries &amp; Benefits</td> <td data-bbox="716 1808 1320 2020">Stipend for LETRS professional learning course units 1-4 at \$300 (\$399 with taxes and SS) per unit (DSD paying for 2 units and BRE paying for 2 units); 5 second grade teachers = \$3,990. 4 full-day substitute days for teachers</td> <td data-bbox="1320 1808 1487 2020">\$ 5,320.00</td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Stipend for LETRS professional learning course units 1-4 at \$300 (\$399 with taxes and SS) per unit (DSD paying for 2 units and BRE paying for 2 units); 5 second grade teachers = \$3,990. 4 full-day substitute days for teachers	\$ 5,320.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>								
TSSA	Salaries & Benefits	Stipend for LETRS professional learning course units 1-4 at \$300 (\$399 with taxes and SS) per unit (DSD paying for 2 units and BRE paying for 2 units); 5 second grade teachers = \$3,990. 4 full-day substitute days for teachers	\$ 5,320.00								

to attend USBE/DSD LETRS professional learning day four times in the year at \$133 per sub per day (DSD paying for 2 subs and BRE paying for 2 subs); 5 second grade teachers = \$1,330.

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

Yes

Goal LAND Trust Expense Total - \$62,750.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Hire an Educator and/or paraprofessionals to support class size	\$ 61,000.00
LAND Trust Academic	Textbooks	Purchase one copy of 6-minute solution (decodable passages) for five teachers at \$200 each	\$ 1,000.00
LAND Trust Academic	Textbooks	• Purchase 3 class sets of high interest text at \$250 per set	\$ 750.00

<i>Goal Short Title</i>	<b>Third Grade Reading</b>										
<i>Goal Statement</i>	Third grade student performance and learning will improve in English Language Arts as measured by student outcomes on grade-level appropriate reading comprehension assessments.										
<i>Measures to determine progress</i>	Third grade students will be 80% proficient on reading comprehension as measured by McGraw-Hill reading comprehension assessments.										
<i>Action Plan</i>	<ul style="list-style-type: none"> <li>• Weekly grade-level professional learning community (PLC) following the Dufour PLC model.</li> <li>• Collaborate with ELA coordinator and cross grade teams to identify instructional needs, resources, and professional learning.</li> <li>• Participate in targeted Tier I professional learning on principles and pedagogy related to TSSP goals.</li> </ul>										
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#PCBL#TeacherLeaders										
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Parent & Community Connections										
<i>Academic area(s) addressed by the goal</i>	Reading										
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No										
<i>Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$4,256.00 <table border="1" data-bbox="456 1360 1487 1814"> <thead> <tr> <th data-bbox="456 1360 573 1436"><u>Funding Source</u></th> <th data-bbox="573 1360 716 1436"><u>Expense Category</u></th> <th data-bbox="716 1360 1320 1436"><u>Description</u></th> <th data-bbox="1320 1360 1487 1436"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1436 573 1814">TSSA</td> <td data-bbox="573 1436 716 1814">Salaries &amp; Benefits</td> <td data-bbox="716 1436 1320 1814">Stipend for LETRS professional learning course units 1-4 at \$300 (\$399 with taxes and SS) per unit (DSD paying for 2 units and BRE paying for 2 units); 4 third grade teachers = \$3,192. 4 full-day substitute days for teachers to attend USBE/DSD LETRS professional learning day four times in the year at \$133 per sub per day (DSD paying for 2 subs and BRE paying for 2 subs); 4 third grade teachers = \$1,064.</td> <td data-bbox="1320 1436 1487 1814">\$ 4,256.00</td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Stipend for LETRS professional learning course units 1-4 at \$300 (\$399 with taxes and SS) per unit (DSD paying for 2 units and BRE paying for 2 units); 4 third grade teachers = \$3,192. 4 full-day substitute days for teachers to attend USBE/DSD LETRS professional learning day four times in the year at \$133 per sub per day (DSD paying for 2 subs and BRE paying for 2 subs); 4 third grade teachers = \$1,064.	\$ 4,256.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>								
TSSA	Salaries & Benefits	Stipend for LETRS professional learning course units 1-4 at \$300 (\$399 with taxes and SS) per unit (DSD paying for 2 units and BRE paying for 2 units); 4 third grade teachers = \$3,192. 4 full-day substitute days for teachers to attend USBE/DSD LETRS professional learning day four times in the year at \$133 per sub per day (DSD paying for 2 subs and BRE paying for 2 subs); 4 third grade teachers = \$1,064.	\$ 4,256.00								
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	No Goal LAND Trust Expense Total -										

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
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<i>Goal Short Title</i>	<b>4th-6th Grade Writing</b>										
<i>Goal Statement</i>	Fourth through sixth grade student performance and learning will improve in English Language Arts as measure by student outcomes on a grade-level appropriate writing product that is informed by reading text.										
<i>Measures to determine progress</i>	Eighty percent of fourth through sixth grade students will be proficient and/or show 40% growth from beginning of year to end of year as measured by current grade-level equivalent common writing rubric.										
<i>Action Plan</i>	<ul style="list-style-type: none"> <li>• Weekly grade-level professional learning community (PLC) following the Dufour PLC model.</li> <li>• Collaborate with ELA coordinator and cross grade teams to identify instructional needs, resources, and professional learning.</li> <li>• Purchase net support software to provide teachers with the ability to support and monitor student learning, collaboration, and peer review. This will be purchased with LAND Trust funds.</li> <li>• Purchase laptops with LAND Trust funds to untether the teacher from her desk. Providing teachers with the ability to move through the room and teach from any location increases student access to the teacher through proximity and immediate access to resources.</li> <li>• Participate in targeted Tier I professional learning on principles and pedagogy related to TSSP goals.</li> </ul>										
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#PCBL#TeacherLeaders										
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Parent & Community Connections										
<i>Academic area(s) addressed by the goal</i>	Writing										
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No										
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$27,664.00</p> <table border="1" data-bbox="456 1633 1487 2016"> <thead> <tr> <th data-bbox="456 1633 573 1703"><u>Funding Source</u></th> <th data-bbox="573 1633 716 1703"><u>Expense Category</u></th> <th data-bbox="716 1633 1305 1703"><u>Description</u></th> <th data-bbox="1305 1633 1487 1703"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1703 573 2016">TSSA</td> <td data-bbox="573 1703 716 2016">Salaries &amp; Benefits</td> <td data-bbox="716 1703 1305 2016">Stipend for Summit professional learning course at \$300 (\$399 with taxes and SS) per term with four terms; 13 fourth through sixth grade teachers = \$20,748. 4 full-day substitute days for teachers to attend Summit professional learning day four times in the year at \$133 per sub per day; 13 fourth through sixth grade teachers = \$6,916.</td> <td data-bbox="1305 1703 1487 2016">\$ 27,664.00</td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Stipend for Summit professional learning course at \$300 (\$399 with taxes and SS) per term with four terms; 13 fourth through sixth grade teachers = \$20,748. 4 full-day substitute days for teachers to attend Summit professional learning day four times in the year at \$133 per sub per day; 13 fourth through sixth grade teachers = \$6,916.	\$ 27,664.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>								
TSSA	Salaries & Benefits	Stipend for Summit professional learning course at \$300 (\$399 with taxes and SS) per term with four terms; 13 fourth through sixth grade teachers = \$20,748. 4 full-day substitute days for teachers to attend Summit professional learning day four times in the year at \$133 per sub per day; 13 fourth through sixth grade teachers = \$6,916.	\$ 27,664.00								

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

Goal LAND Trust Expense Total - \$12,993.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Software / Technology Hardware < \$5000	• Purchase net support software for grades 4-6 at \$4.32 per student	\$ 1,493.00
LAND Trust Academic	Software / Technology Hardware < \$5000	• Purchase laptops for 4-6 grade teachers at \$1400 per device	\$ 11,500.00

<i>Goal Short Title</i>	<b>SEL Goal</b>												
<i>Goal Statement</i>	Improve student and staff relationships to improve school climate and build a sense of community and safety by implementing Social Emotional Learning (SEL) strategies as measured by SEL Walkthrough Tool and DSD Climate Surveys.												
<i>Measures to determine progress</i>	SEL Walkthrough Tool and DSD Climate Surveys												
<i>Action Plan</i>	<ul style="list-style-type: none"> <li>• Train staff and students on self-awareness and self-management strategies using Pure Edge, Inc. strategies</li> <li>• Improve the space for staff and the space for students to have a mindful moment or implement self-management strategies</li> <li>• Integrate restorative practices into discipline procedures</li> <li>• Morning Meeting or Buddy Up System implemented in each classroom grades K-6</li> <li>• Bluff Ridge and DSD SEL team will evaluate data related to discipline and SEL survey data to identify and implement SEL practices school-wide</li> <li>• Home-school connection of goal, progress, and home resources</li> </ul>												
<i>This goal can be categorized as... (choose all that apply)</i>	#SEL												
<i>District Strategic Plan Area(s)</i>	Culture Safety & Security												
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Fine Arts Health Science Social Studies												
<i>Does this action plan include behavioral / character education / leadership efforts?</i>													
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$47,500.00</p> <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 &amp; Benefits</td> <td>Hire 0.5 school counselor position to provide a full-time counselor</td> <td>\$ 45,500.00</td> </tr> <tr> <td>TSSA</td> <td>Salaries &amp; Benefits</td> <td>Teacher Leadership Opportunity: Site-based mentor program for all provisional 1, 2, 3 educators (total of 9) with a \$100 stipend to mentors</td> <td>\$ 2,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Hire 0.5 school counselor position to provide a full-time counselor	\$ 45,500.00	TSSA	Salaries & Benefits	Teacher Leadership Opportunity: Site-based mentor program for all provisional 1, 2, 3 educators (total of 9) with a \$100 stipend to mentors	\$ 2,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>										
TSSA	Salaries & Benefits	Hire 0.5 school counselor position to provide a full-time counselor	\$ 45,500.00										
TSSA	Salaries & Benefits	Teacher Leadership Opportunity: Site-based mentor program for all provisional 1, 2, 3 educators (total of 9) with a \$100 stipend to mentors	\$ 2,000.00										
<i>Will LANDTrust funds be used to support the</i>	Yes												

*implementation of this goal?*

Goal LAND Trust Expense Total -

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
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# Additional TSSA Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
4th-6th Grade Writing	TSSA	Salaries & Benefits	Stipend for Summit professional learning course at \$300 (\$399 with taxes and SS) per term with four terms; 13 fourth through sixth grade teachers = \$20,748. 4 full-day substitute days for teachers to attend Summit professional learning day four times in the year at \$133 per sub per day; 13 fourth through sixth grade teachers = \$6,916.	\$27,664.00
First Grade Reading	TSSA	Salaries & Benefits	Stipend for LETRS professional learning course units 1-4 at \$300 (\$399 with taxes and SS) per unit (DSD paying for 2 units and BRE paying for 2 units); 5 first grade teachers = \$3,990. 4 full-day substitute days for teachers to attend USBE/DSD LETRS professional learning day four times in the year at \$133 per sub per day (DSD paying for 2 subs and BRE paying for 2 subs); 5 first grade teachers = \$1,330.	\$5,320.00
New Blank Goal	TSSA	Salaries & Benefits	Stipend for Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning course units 1-4 at \$300 (\$399 with taxes and SS) per unit (DSD paying for 2 units and Bluff Ridge Elementary (BRE) paying for 2 units); 3 kindergarten, 3 special education, and 1 speech language pathologist = \$5,586. • 4 full-day substitute days for teachers to attend USBE/DSD LETRS professional learning day four times in the year at \$133 per sub per day (DSD paying for 2 subs and BRE paying for 2 subs); 3 kindergarten, 3 special education, and 1 speech language pathologist = \$1,862.	\$7,448.00
Second Grade Reading	TSSA	Salaries & Benefits	Stipend for LETRS professional learning course units 1-4 at \$300 (\$399 with taxes and SS) per unit (DSD paying for 2 units and BRE paying for 2 units); 5 second grade teachers = \$3,990. 4 full-day substitute days for teachers to attend USBE/DSD LETRS professional learning day four times in the year at \$133 per sub per day (DSD paying for 2 subs and BRE paying for 2 subs); 5 second grade teachers = \$1,330.	\$5,320.00
SEL Goal	TSSA	Salaries & Benefits	Hire 0.5 school counselor position to provide a full-time counselor	\$45,500.00
SEL Goal	TSSA	Salaries & Benefits	Teacher Leadership Opportunity: Site-based mentor program for all provisional 1, 2, 3 educators (total of 9) with a \$100 stipend to mentors	\$2,000.00
Third Grade Reading	TSSA	Salaries & Benefits	Stipend for LETRS professional learning course units 1-4 at \$300 (\$399 with taxes and SS) per unit (DSD paying for 2 units and BRE paying for 2 units); 4 third grade teachers = \$3,192. 4 full-day substitute days for teachers to attend USBE/DSD LETRS professional learning day four times in the year at \$133 per sub per day (DSD paying for 2 subs and BRE paying for 2 subs); 4 third grade teachers = \$1,064.	\$4,256.00

## Summary of Planned Expenditures

1. Projected new TSSA funding \$ 110,215.00

for SY21-22	
2. Total projected TSSA funding for SY21-22	\$ 133,643.72
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 14,151.76
3. Total planned TSSA expenditures for SY21-22	\$ 111,659.76
4. Planned TSSA carryover into the SY22-23	\$ 21,983.96
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
4th-6th Grade Writing	LAND Trust Academic	Software / Technology Hardware < \$5000	• Purchase net support software for grades 4-6 at \$4.32 per student	\$1,493.00
4th-6th Grade Writing	LAND Trust Academic	Software / Technology Hardware < \$5000	• Purchase laptops for 4-6 grade teachers at \$1400 per device	\$11,500.00
First Grade Reading	LAND Trust Academic	Salaries & Benefits	Hire an Educator and/or paraprofessionals to support class size	\$30,500.00
Kindergarten Reading	LAND Trust Academic	Online Curriculum or Subscriptions	Decodable text for home-school connection of phonics skills Reading A-Z decodable books (1 subscription per class @\$120)	\$600.00
Second Grade Reading	LAND Trust Academic	Salaries & Benefits	Hire an Educator and/or paraprofessionals to support class size	\$61,000.00
Second Grade Reading	LAND Trust Academic	Textbooks	Purchase one copy of 6-minute solution (decodable passages) for five teachers at \$200 each	\$1,000.00
Second Grade Reading	LAND Trust Academic	Textbooks	• Purchase 3 class sets of high interest text at \$250 per set	\$750.00

## Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 97,111.35
G - Total projected funding for next year SY21-22	\$ 116,028.40
H - Total planned expenditures for next year SY21-22	\$ 106,843.00
I - Planned carryover into the following year SY22-23	\$ 9,185.40
J - Is planned carryover more than 10% of projected new funds?	No

Plan for carryover in excess of 10%

We will enhance existing goals if there are additional funds available.

Plan for sharing the school LAND Trust 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.

This school is not a Title I school.

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/06/2021
Number who approved	16
Number who did not approve	01/01/2020
Number who were absent or abstained	2