



# BOARD REPORT

## Teacher Student Success Plan

### TSSA and LAND Trust

**Doxey Elementary - SY 2022**

Principal Darrin Nash

## 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 Doxey Elementary is to provide an energetic and comprehensive learning environment. This outlook is set within the foundation of writing strategies, articulation skills, social-emotional development, and task-based learning activities. Students also have access and exposure opportunities to a variety of scaffolded learning activities outside of the traditional classroom setting. This approach is led by highly qualified teachers, highly qualified staff, and volunteers.

*Scaffolding supports are afforded Doxey students through a balance of prep time classes and extra-curricular activities that include, but are not limited to, our House System, Science, Technology, Engineering, Art, & Math (STEAM) Activities, Physical Education, Computer Applications, Humanities, Choir and Theater.*

# Description of the School

## Community

Doxey Elementary is a Title I school located at 944 N 250 W in the residential area of Sunset, Utah - west of Hill AFB.

## Student Body

Doxey has 300 students. Demographic make-up of the K-6 student population:

- .3% African American/Black
- .3% American Native
- .7% Asian
- 76.7% Caucasian
- 18.3% Hispanic
- 3.00% Multiple Races
- .7% Pacific Islander

## Staff

Doxey has fifty employees. Twenty-three are licensed of the fifty employees are licensed and/or bachelors degree.

## School Culture

Doxey's school culture is shaped by teachers creating a daily academic enriched learning environment that includes Social Emotional Learning lesson activities. The learning environment is impacted by detailed weekly planning based on data collected from formative and informative assessments. Classrooms are designed to be welcoming for students with flexible seating that allow students seating choice, movement, and sensory input. Music is used to infuse energy, excitement, reduce anxiety, and keep students on task during transitions.

To support student academic and social-emotional growth, Doxey has adopted the House System that emphasizes the importance of community, safety, kindness, and empowerment. The four Houses are Altruismo (Promotes Giving), Amistad (Promotes Friendship), Isibindi (Promotes Courage), and Reveur. (Making Dreams Come True). Every student and staff member is sorted into a house to promote a sense of pride and community. On any given Friday one may find House Meetings in progress followed by a school-wide House Celebration where you can find students and staff involved in the Doxey Shuffle!

## Unique Features & Challenges

Doxey Elementary is a Title I school which affords us the unique opportunity to receive additional funding support. This additional funding accelerated the amassing of the required number of technology devices that allow are students to have their own device while in school.

## Additional Information

# Needs Analysis

## Notable Achievements

The State of Utah presented a Pathways of Progress goal for Typical and Above growth at or above 60% in grades K-3 per school for the Acadience Assessment. Acadience assesses the acquisition of literacy skills. There are three Acadience Assessment Benchmarks (Fall, Winter and Spring). The importance of Pathways of Progress is that it evaluates a student's growth over time, compared to other students with the same level of initial skills. The rate of progress is evaluated along with the effectiveness of support at the classroom, school, and district level. Doxey's Typical and Above growth through the middle of the 2020-2021 academic year is 63.7%.

## Areas of Recent Improvement

Doxey's students with disabilities (SWD) Acadience Pathways of Progress Typical and Above growth percentage was 42% at the middle of the year Benchmark Period last year (2019). Our mid-year Pathways of Progress percentage for typical or above typical growth is 71.4% at mid-year for 2021. That is a 28% increase from last years Pathways of Progress typical or above typical growth percentage.

## Areas of Needed Improvement

Based on Doxey's 2019 RISE Math Median Growth Percentile, which was 21%, Tier I Math instruction, specifically Tier I instruction with our students with disabilities is an area of needed improvement.

There is no 2020 RISE Math Data due to the Coronavirus Pandemic.

# 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')
Of the students who take the RISE Writing Assessment, 40% will be proficient.	Did not meet goal	Our goals were not met as written.
Of the students who take the RISE Math Summative Assessment, 40% will be proficient.	Did not meet goal	Goal not met as written. However, part of the action plan was for each teacher to have two math coaching cycles. We were on track to meeting that objective. We also had math task training from Davis School District Teaching and Learning Department with assistance from our math coach.
Average daily attendance rate for the year will be 97%	Did not meet goal	Did not meet goal as written. However, we were at 96% average daily attendance as March 17, 2020.

# Current Year Progress Report

## Report progress on CURRENT YEAR 2021 Composite School Plan

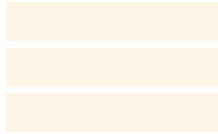
Goal description	Progress toward goal	Comments
<p>Improve Median Growth Percentile of Math Rise Summary Scores from 2019 by 4 points. 2019 MGP for math was 21 (Doxey grew at the same rate or better than 21% of our academic peers).</p>	<p>Progressing according to plan</p>	<p>Each K-6 teacher is completing a minimum of two coaching cycles. The coaching cycle involves:</p> <ul style="list-style-type: none"> <li>• Gathering data to identify areas of need and to celebrate successes</li> <li>• Preconference: Identify needs based on the data, goals, teacher and math coach plan together</li> <li>• The plan can result in modeling by the math coach, observation from the math coach, or coteach</li> <li>• Data is gathered from the plan created</li> <li>• Post conference: debrief, reflect, determine next steps</li> </ul>
<p>Improve the Students with Disabilities (SWD) and Economically Disadvantaged (EDA) in every grade level by 3% in Pathways to Progress from the 2019-2020 to the 2020-2021 school year.</p>	<p>Not progressing according to plan</p>	<p>At the end of third term we are currently not progressing towards the goal the way it has been written. What we have noticed, the Pathways of Progress score for second grade students who receive Resource Services or Individual Education Plans (IEPs) have increased from 36% to 57%.</p> <p>Pathways of Progress is a tool used to set student progress monitoring goals at the beginning of the year (BOY) and evaluate student progress at middle of the year (MOY) and end of the year (EOY).</p> <ul style="list-style-type: none"> <li>• Compared to students with the same level of initial skills.</li> <li>• Five research-based performance ranges (Well Above, Above, Typical, Below, &amp; Well Below).</li> <li>• Based on results from students across the United States.</li> <li>• Looks at students with identical BOY Composite Scores to determine growth EOY growth performance ranges.</li> <li>• EOY performance is categorized into five ranges that represents pathways of progress: <ul style="list-style-type: none"> <li>◦ Well above typical rate of progress compared to students with similar initial skills.</li> <li>◦ Above typical rate of progress compared to students with similar initial skills.</li> <li>◦ Below typical rate of progress compared to students with similar initial skills.</li> <li>◦ Well below typical progress compared to students with similar initial skills.</li> </ul> </li> </ul>
<p>Improve the sense of community and safety for</p>	<p>Progressing according to</p>	<p>Our teachers are teaching one Social, Emotional Learning (SEL) Lesson a week from the Sanford Harmony</p>

students and staff. SEL Skills (Self-Regulation & Problem Solving) in students by implementing SEL strategies and direct instruction.

plan

Curriculum (<https://www.harmonysel.org/>) and infusing what is learned from the weekly lessons into the classroom and school SEL culture.

We also incorporate an SEL moment during faculty meetings. Typically we take two minutes to have a mindful moment. Teachers have also been assigned SEL buddies to share their SEL strategies with, provide SEL support to their buddies if needed, or to check on their buddy's well-being.



# TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 0.00
TSSA SY20-21 New Funding	\$ 35,755.00
TSSA Total funding for SY20-21	\$ 35,755.00
TSSA SY20-21 Anticipated Spending	\$ 35,686.85
TSSA Expected balance carried over into SY21-22	\$ 68.15
TSSA Anticipated new funding for SY21-22	\$ 38,531.00
TSSA Total funding available for SY21-22	\$ 38,599.15
Describe your school's SY20-21 Progress for TSSA Spending	Our major TSSA funded efforts was to hire a half-time teacher to avoid split classrooms. Our English Language Learners (ELL) Pathways of Progress scores have improved from 68.8% in 2020 to 70% in 2021.

# LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 4,459.53
B - Allocated new funds for SY20-21	\$ 37,324.00
C - Total Budget for SY20-21	\$ 41,783.53
D - Projected spending during SY20-21	\$ 37,655.46
E - Expected carryover from SY20-21	\$ 4,128.07
F - Projected new funding for SY21-22	\$ 33,950.54
G - Total projected funding for SY21-22	\$ 38,078.61



# Goals and Planned Actions / Resources

<p><i>Goal Short Title</i></p>	<p><b>Improve School Climate</b></p>																
<p><i>Goal Statement</i></p>	<p>Decrease office referrals/ discipline incidences to improve school climate by implementing SEL strategies as measured by /discipline data.</p> <p>Extensive reserarch demonstrates that school-based SEL programs can promote and enhance students' connection to the school, positive behavior, and academic achievement (Durlak et. al., 2011)</p>																
<p><i>Measures to determine progress</i></p>	<p>2021 Discipline Datar/Office referrals will be compared to 2022 Discipline Data/Office referrals.</p>																
<p><i>Action Plan</i></p>	<p>Action Steps:</p> <ul style="list-style-type: none"> <li>• School Administrators will work with the school Social Emotional Learning (SEL) team to develop a tiered system of support positive school behavior plan.</li> <li>• We will be purchasing technology with Land Trust funds for a Mindfulness space for students will be provided. District approved Mindfulness Nearpod lessons will be utilized by students.</li> <li>• Sanford Harmony SEL curriculum that was adopted in 2021 will be utilized by teachers.</li> </ul>																
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#SEL</p>																
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth &amp; Achievement Empowered Employees Culture Safety &amp; Security</p>																
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading Writing Mathematics Fine Arts Health Science Social Studies Technology</p>																
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>																	
<p><i>Will TSSA funds be used to support this goal?</i></p>	<p>Goal TSSA Expense Total - \$4,700.00</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>Software or Technology Hardware &lt; \$5000</td> <td>75" TV Monitor</td> <td>\$ 2,500.00</td> </tr> <tr> <td>TSSA</td> <td>Software or Technology Hardware &lt; \$5000</td> <td>Laptop</td> <td>\$ 700.00</td> </tr> <tr> <td>TSSA</td> <td>Software or Technology</td> <td>Surroung Speakers w/</td> <td>\$ 1,500.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Software or Technology Hardware < \$5000	75" TV Monitor	\$ 2,500.00	TSSA	Software or Technology Hardware < \$5000	Laptop	\$ 700.00	TSSA	Software or Technology	Surroung Speakers w/	\$ 1,500.00
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		Hardware < \$5000	Mounting Equipment		
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	No	Goal LAND Trust Expense Total -			
		<b><u>Funding Source</u></b>	<b><u>Expense Category</u></b>	<b><u>Description</u></b>	<b><u>Item Cost</u></b>

<p><i>Goal Short Title</i></p>	<p><b>Math RISE proficiency percentage for students with an Individual Educaion Plan (IEP)</b></p>														
<p><i>Goal Statement</i></p>	<p>Seventeen percent of students who have an Individual Educational Plan (IEP) and take the RISE Math Summative will be proficient.</p>														
<p><i>Measures to determine progress</i></p>	<p>2022 Math RISE Data.</p>														
<p><i>Action Plan</i></p>	<p>Action steps:</p> <ul style="list-style-type: none"> <li>• School Administrators and Math Coach will research and determine what Tier I instructional approach will produce positive math outcomes for students with an IEP.</li> <li>• IEP students who take the RISE, will collaborate with their classroom general education teacher and create math notebooks or utilize other preferred tools to document math progress..</li> <li>• Technology refresh devices will be purchased for students and staff to keep technology current.</li> <li>• Through research about Personalize Competency Based Learning, teachers will learn what academic playlists are and unpack what the benefits are for students.</li> <li>• Purchase Educational Software for Guiding Instruction (ESGI) for math progress monitoring.</li> </ul>														
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#Tech #PCBL #GraduationRates #CollegeCareerReady</p>														
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth &amp; Achievement Empowered Employees Fiscal Responsibility</p>														
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Mathematics Science</p>														
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	<p></p>														
<p><i>Will TSSA funds be used to support this goal?</i></p>	<p>Goal TSSA Expense Total - \$12,194.00</p> <table border="1" data-bbox="456 1629 1487 1919"> <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>Software / Technology Hardware &lt; \$5000</td> <td>Sound system upgrade repair in classrooms</td> <td>\$ 5,000.00</td> </tr> <tr> <td>TSSA</td> <td>Professional and Technical Services</td> <td>ED Direction PLC Coaching</td> <td>\$ 7,194.00</td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Software / Technology Hardware < \$5000	Sound system upgrade repair in classrooms	\$ 5,000.00	TSSA	Professional and Technical Services	ED Direction PLC Coaching	\$ 7,194.00
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TSSA	Software / Technology Hardware < \$5000	Sound system upgrade repair in classrooms	\$ 5,000.00												
TSSA	Professional and Technical Services	ED Direction PLC Coaching	\$ 7,194.00												
<p><i>Will LANDTrust funds be</i></p>	<p>Yes</p>														

*used to support the implementation of this goal?*

Goal LAND Trust Expense Total - \$19,150.00

<b><u>Funding Source</u></b>	<b><u>Expense Category</u></b>	<b><u>Description</u></b>	<b><u>Item Cost</u></b>
LAND Trust Academic	Software / Technology Hardware < \$5000	ESGI Software for Math Progress Monitoring	\$ 1,000.00
LAND Trust Academic	Software / Technology Hardware < \$5000	56 Cloudbooks	\$ 11,825.00
LAND Trust Academic	Software / Technology Hardware < \$5000	Three staff desktops	\$ 6,325.00

<p><i>Goal Short Title</i></p>	<p><b>English Language Arts (ELA) proficiency percentage for students with an IEP.</b></p>														
<p><i>Goal Statement</i></p>	<p>Sixteen percent of students who have an IEP and take the RISE ELA Summative will be proficient.</p>														
<p><i>Measures to determine progress</i></p>	<p>2022 ELA RISE Data.</p>														
<p><i>Action Plan</i></p>	<p>Action steps:</p> <ul style="list-style-type: none"> <li>• School Administrators, English Language Arts (ELA) Coach, and the school Resource Teacher will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development.</li> <li>• ELA Coach and classroom teachers will participate in Pathways of Progress data diving to determine language arts areas of focus for IEP and general education students. Will use Amplify to identify Pathways of Progress for IEP students and general education students.</li> <li>• Technology refresh devices will be purchased with LAND Trust monies for students and staff to keep technology current.</li> <li>• Through research about Personalized Competency Based Learning, we will learn what academic playlists are and unpack its benefits for students.</li> <li>• ED Direction PLC Coaching partially paid for with LAND Trust funds.</li> </ul>														
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<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth &amp; Achievement</p>														
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading Writing Mathematics Health Science Social Studies Technology Fine Arts</p>														
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	<p></p>														
<p><i>Will TSSA funds be used to support this goal?</i></p>	<p>Goal TSSA Expense Total - \$10,572.15</p> <table border="1" data-bbox="456 1629 1487 2020"> <thead> <tr> <th data-bbox="456 1629 573 1703"><u>Funding Source</u></th> <th data-bbox="573 1629 771 1703"><u>Expense Category</u></th> <th data-bbox="771 1629 1320 1703"><u>Description</u></th> <th data-bbox="1320 1629 1487 1703"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1703 573 1881">TSSA</td> <td data-bbox="573 1703 771 1881">Software or Technology Hardware &lt; \$5000</td> <td data-bbox="771 1703 1320 1881">Sound system upgrade repair in classrooms</td> <td data-bbox="1320 1703 1487 1881">\$ 5,000.00</td> </tr> <tr> <td data-bbox="456 1881 573 2020">TSSA</td> <td data-bbox="573 1881 771 2020">Professional and</td> <td data-bbox="771 1881 1320 2020">ED Direction PLC Coaching partially paid for with TSSA funds</td> <td data-bbox="1320 1881 1487 2020">\$ 1,687.15</td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Software or Technology Hardware < \$5000	Sound system upgrade repair in classrooms	\$ 5,000.00	TSSA	Professional and	ED Direction PLC Coaching partially paid for with TSSA funds	\$ 1,687.15
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TSSA	Professional and	ED Direction PLC Coaching partially paid for with TSSA funds	\$ 1,687.15												

	Technical Services		
TSSA	Salaries & Benefits	Provide Librarian additional salary for an extra fifteen minutes of library time for students. This will provide students extra reading time for our students.	\$ 3,885.00

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

Yes

Goal LAND Trust Expense Total - \$15,517.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Software or Technology Hardware < \$5000	3 Charge Carts	\$ 2,850.00
LAND Trust Academic	Software or Technology Hardware < \$5000	20 iPads and cases (10 student iPads & 10 teacher iPads)	\$ 7,160.00
LAND Trust Academic	Salaries & Benefits	ED Direction PLC Coaching partially paid for with TSSA funds	\$ 5,507.00

# Additional TSSA Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
English Language Arts (ELA) proficiency percentage for students with an IEP.	TSSA	Software or Technology Hardware < \$5000	Sound system upgrade repair in classrooms	\$5,000.00
English Language Arts (ELA) proficiency percentage for students with an IEP.	TSSA	Professional and Technical Services	ED Direction PLC Coaching partially paid for with TSSA funds	\$1,687.15
English Language Arts (ELA) proficiency percentage for students with an IEP.	TSSA	Salaries & Benefits	Provide Librarian additional salary for an extra fifteen minutes of library time for students. This will provide students extra reading time for our students.	\$3,885.00
Improve School Climate	TSSA	Software or Technology Hardware < \$5000	75" TV Monitor	\$2,500.00
Improve School Climate	TSSA	Software or Technology Hardware < \$5000	Laptop	\$700.00
Improve School Climate	TSSA	Software or Technology Hardware < \$5000	Surroung Speakers w/ Mounting Equipment	\$1,500.00
Math RISE proficiency percentage for students with an Individual Educaion Plan (IEP)	TSSA	Software / Technology Hardware < \$5000	Sound system upgrade repair in classrooms	\$5,000.00
Math RISE proficiency percentage for students with an Individual Educaion Plan (IEP)	TSSA	Professional and Technical Services	ED Direction PLC Coaching	\$7,194.00

## Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 38,531.00
2. Total projected TSSA funding for SY21-22	\$ 38,599.15

Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 4,930.00
3. Total planned TSSA expenditures for SY21-22	\$ 32,396.15
4. Planned TSSA carryover into the SY22-23	\$ 6,203.00
Does the school plan to fund teacher leadership opportunities with TSSA funds?	No



# Additional LAND Trust Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
English Language Arts (ELA) proficiency percentage for students with an IEP.	LAND Trust Academic	Software or Technology Hardware < \$5000	3 Charge Carts	\$2,850.00
English Language Arts (ELA) proficiency percentage for students with an IEP.	LAND Trust Academic	Software or Technology Hardware < \$5000	20 iPads and cases (10 student iPads & 10 teacher iPads)	\$7,160.00
English Language Arts (ELA) proficiency percentage for students with an IEP.	LAND Trust Academic	Salaries & Benefits	ED Direction PLC Coaching partially paid for with TSSA funds	\$5,507.00
Math RISE proficiency percentage for students with an Individual Educaion Plan (IEP)	LAND Trust Academic	Software / Technology Hardware < \$5000	ESGI Software for Math Progress Monitoring	\$1,000.00
Math RISE proficiency percentage for students with an Individual Educaion Plan (IEP)	LAND Trust Academic	Software / Technology Hardware < \$5000	56 Cloudbooks	\$11,825.00
Math RISE proficiency percentage for students with an Individual Educaion Plan (IEP)	LAND Trust Academic	Software / Technology Hardware < \$5000	Three staff desktops	\$6,325.00

## Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 33,950.54
G - Total projected funding for next year SY21-22	\$ 38,078.61
H - Total planned expenditures for next year SY21-22	\$ 34,667.00
I - Planned carryover into the following year SY22-23	\$ 3,411.61
J - Is planned carryover more than 10% of projected new funds?	No

Plan for carryover in excess of 10%

Backup plan in the we have changes in expenditures due to unforeseen circumstances:

- Pay for substitute teachers to provide teachers additional Professional Learning Community (PLC) time. We will enhance our current goals if needed with additional funds.
- Pay for additional refresh technology items.

Plan for sharing the school LANDTrust plan with the community

School websiteLabels to identify LAND Trust purchases

Additional plan for sharing the school LAND Trust plan with the community.

Community Council Meeting

# 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:*

- Acadience Reading
- McGraw-Hill Assessments
- Grade level assessments
- RISE
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.
- During collaborative team meetings, teachers meet to decide what assessment they will use to assess student mastery.

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 Language Arts?

Goals 1 and 3.

Title I Plan / TSSP: Which of your

Goals 1 & 2.

school plan goals focus on student improvement in Mathematics?

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?

*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:*

Practices for helping struggling students include:

- Administrators meet with teachers to review data identifying low achieving students.
- During collaborative team meetings, teachers review data to identify how students are performing.
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- 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.

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:*

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.
- School Improvement Plan is 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.

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?

Evidence that the Title I Plan (TSSP) and designation of funds improve student learning and achievement:

- RISE Data
- Acadience Data
- Pathways of Progress Data analysis
- Meet with Community Council & JSSC to review and analyze purchases to support TSSP.

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*

We will provide information to Federal Programs by October 1 that all paraprofessionals in the school are highly qualified.

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*

We will have documentation provided to Federal Programs by October 1 that all paraprofessionals in the school have one of the following: an Associate degree, 48 college credit hours, or pass a Davis School District test.

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/05/2021
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	0