



BOARD REPORT

Teacher Student Success Plan

TSSA and LAND Trust

Crestview Elementary - SY 2022

Principal Michelle Fredericks

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 Crestview Elementary is to promote the mission of learning first for all by creating an environment that is safe and friendly for the whole community and a place they can come for resources, not only for academics for their students, but basics for their whole family.

Description of the School

Community

Crestview Elementary is a kindergarten through sixth grade elementary school located in a residential neighborhood in the heart of Layton, Utah. In addition to our regular education classrooms filled with students from our neighborhood, we have three Social Behavioral classes serving special education students in grades one through four and an all day Head Start preschool. Our community is made up of families that love their students and care about their school experience. These families strive to provide their students with basic needs, but many of them need support or assistance to do this. Our community also watches out for one another and will let us know when someone is struggling or could use some help.

Student Body

Crestview Elementary has about 365 students enrolled in preschool through sixth grade. The information below describes the current demographic make-up of the school:

Caucasian 60%; Hispanic/Latino 30%; Multiple Races 4.5%; Native Hawaiian or Other Pacific Islander 3%; Black or African American 2%; Asian >1%; American Indian or Alaskan Native >1%

About 62% of the student body is low income.

About 32% of the students are English Language Learners.

Staff

Crestview Elementary has three sessions of kindergarten, three first grade classes, and two classes in grades two through six. Most of our certified staff are ESL endorsed or working toward obtaining endorsement. We also have several teachers with a STEM endorsement or working on acquiring one. We have one mild/moderate special education teacher and three social behavioral classes that all have properly endorsed teachers.

We have a full time counselor and administrative intern. We also have several part time related servers: school psychologist, school technology specialist, English language arts coordinator, mathematics instructional coach, and speech/language pathologist.

All of our paraprofessionals are highly qualified as defined by the Utah State Board of Education and serve us as special education teacher assistants, teacher assistants, before and after school program staff, family service worker, and ESL assistants.

School Culture

We strive to create a safe learning environment where the basic needs of students are met so they can engage in learning and have a strong desire to attend school. We have high social and academic expectations of our students, and provide them with direct instruction and scaffolding to meet those expectations. We also provide them with SEL skills to help with non-academic skills.

Unique Features & Challenges

We work hard to meet the basic needs of our students. We have a supplemental pantry for students who need to eat during the school day and a clothing closet to make sure that students have clean clothing and shoes to wear. We have a small food pantry for emergency needs of our families. We utilize our family service worker to help families with basic needs, and we use the Layton High and Northridge High pantries. We send home approximately 100 weekend pantry

packs with students and usually add to that number during the school year as needs arise. In addition to meeting basic needs, our school works to identify and instruct students in social skills as necessary. We find that by addressing basic problem solving, being a good friend, and making good choices, students spend more time in the instructional setting and less time in discipline scenarios.

Additional Information

Crestview Elementary partners with Central Davis Junior High chapter of Latinos in Action (LIA). LIA provide positive role models through reading practice, under the direction of a certified teacher, with students from kindergarten through sixth grade. The LIA students also volunteer to help at community events such as our PTA Fall Carnival and Field Day. We also combine funds from the Department of Workforce Services, Weber State Work Study, and Title I to pay staff salaries and fund activities for our Before and After School Programs.

Needs Analysis

Notable Achievements

We have a school choir of over 100 students (almost one third of our student population) who have been invited to sing at various events. We run MESA and robotics clubs for our older students. Our After School Program performs service for our school and community. We have raised money to help those struggling financially and provided warm hats and blankets, inside and outside of our school community. We look forward to the end of COVID restrictions so these programs may resume in full.

Areas of Recent Improvement

Our ESL student population has shown great growth at our last reporting period. 56% of them are making adequate progress which is a 1.7% increase from the previous year and well above State (44%) and District (41%) averages.

Areas of Needed Improvement

Our math progress and proficiency has been declining. We hope to stop the decline and raise both progress and proficiency for our students. Language arts scores are starting on a downward trend as well. Our students with disabilities have also been identified as a population struggling academically based on our Targeted Support and Improvement (TSI) score. We need to move students in these areas above the lowest 5% performance result, and we currently show 3.5%. We continue to provide our students with not only adequate academic support, but emotional and social stability, as well as basic needs. We also still struggle with the concerns that arise due to the age of our building. The COVID-19 pandemic has accentuated our needs in all of these areas. We hope to put in place some training and staffing to help address these needs.

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')
Seventy percent of K-6 students will show one proficiency band of growth from beginning of year formative writing benchmark to end of year benchmark.	Did not meet goal	We were not able to give the end of level benchmark for writing due to the COVID-19 pandemic, so were unable to meet the goal as written. We were over 50% at our middle of year benchmark, and hopeful we would have reached our goal of 70% by the end of the year.
Seventy percent of K-6 students will show typical or above growth in Acadience Pathways to Progress from beginning of year measure to end of year measure.	Did not meet goal	Due to the COVID-19 pandemic, we were unable to give the end of year benchmark for Acadience, so we have insufficient data to know if we met our goal as written. At our middle of year benchmark we had 62.2% of our students at or above typical progress, so we were hopeful we were going to reach our goal of 70% by the end of the year.
Students in grades 4-6 will earn a school-wide median growth percentile (MGP) of 65 in mathematics.	Did not meet goal	We were not able to give end of level tests due to the COVID-19 pandemic, so we do not have accurate data to show whether or not we met our goal as written. The iReady math program we utilize for math in grades 2-6 showed we were on a growth trajectory in math, so we are hopeful we would have reached our goal.
To further promote a positive school climate, we will increase Evaluate Davis Indicator E.3 from 3.0 to 3.09.	Did not meet goal	Due to COVID-19 pandemic shutting down school in the spring, we were unable to finish all our educator observations so were unable to measure goal as written. After each employee had two observations, we were still at a 3.0 for indicator E.3. We were providing additional professional development and were hopeful we would have reach our goal.

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
Seventy percent of K-6 students will show at least 1-point rubric growth from beginning of year writing benchmark to end of year writing benchmark in the area of informative/explanatory writing.	Progressing according to plan	At our mid-year report, 72% of our students have made at least one point of growth.
Seventy percent of K-6 students will show typical or above typical growth in Acadience Pathways to Progress from Beginning of year measure to end of year measure.	Progressing according to plan	At our middle of year benchmark we are at 59.3%. We are hopeful with interventions we have in place for struggling students that we will be able to reach our goal.
Students in grades four through six will earn a school-wide median growth percentile (MGP) of 60 in mathematics.	Not progressing according to plan	This is an area we saw a significant deficit when we schools closed. We are striving to provide interventions, but the data we have (iReady math program) shows we are making progress but it may not be enough to reach our lofty goal.
Improve student access to curriculum and improve academic performance, as outlined in goals 1-3, by reducing office referrals 10% from first quarter to third quarter and increasing Evaluate Davis indicator E3 from 3.0 to 3.09.	Progressing according to plan	Office referrals are down according to previous year and our E.3 indicator at mid-year is 3.08.

TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 8,270.88
TSSA SY20-21 New Funding	\$ 45,852.00
TSSA Total funding for SY20-21	\$ 54,122.88
TSSA SY20-21 Anticipated Spending	\$ 48,000.00
TSSA Expected balance carried over into SY21-22	\$ 6,122.88
TSSA Anticipated new funding for SY21-22	\$ 49,001.00
TSSA Total funding available for SY21-22	\$ 55,123.88

Describe your school's SY20-21 Progress for TSSA Spending

We have been able to purchase equipment and support for our recess times. This has decreased our office referrals significantly. Purchases for furniture and supplies for our wellness room have help the SEL for students and staff alike. They know they have a safe, quiet space they can go and reset. Our students with disabilities have some new resources available to them and are making adequate progress on their goals. We are hopeful we will see further evidence of their progress on end of year Acadience and state testing. Due to COVID-19 stipulations, we were not able to participate in CMI training or PBIS training for staff. We hope to use our rollover for this year, as well as some of the additional funding, to do this in the upcoming year.

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 5,028.48
B - Allocated new funds for SY20-21	\$ 46,135.00
C - Total Budget for SY20-21	\$ 51,163.48
D - Projected spending during SY20-21	\$ 46,461.00
E - Expected carryover from SY20-21	\$ 4,702.48
F - Projected new funding for SY21-22	\$ 43,174.84
G - Total projected funding for SY21-22	\$ 47,877.32

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Writing								
<i>Goal Statement</i>	Seventy-five percent of K-6 students will show at least one point rubric growth from beginning of year writing benchmark to end of year writing benchmark in the area of opinion writing.								
<i>Measures to determine progress</i>	District and RISE writing rubrics								
<i>Action Plan</i>	<p>Utilize technology software (e.g. speech to text) to help our students through the writing process, especially for students who struggle to write.</p> <p>Those students who have been identified as having a disability will receive targeted instruction on their level and interventions based on their needs to help increase their ability to put their thoughts into words in the classroom and the resource setting. Textbooks and software will be purchased to support this step.</p> <p>Teachers will collect opinion writing samples at the beginning, middle, and end of year for each student.</p> <p>Individual grade levels will decide on and utilize a grade appropriate rubric that will be used for all three benchmarks.</p> <p>Our English Language Arts coordinator will provide help and instruction to teachers to increase their knowledge of the writing process and interventions for struggling writers.</p> <p>All teaching staff will participate in LETRS (a professional learning program) training.</p>								
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement								
<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>	<p>Goal TSSA Expense Total - \$18,000.00</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 & Benefits</td> <td>Tutors</td> <td>\$ 18,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Tutors	\$ 18,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
TSSA	Salaries & Benefits	Tutors	\$ 18,000.00						

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

Yes

Goal LAND Trust Expense Total - \$15,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Software / Technology Hardware < \$5000	Software for struggling writers; computer devices	\$ 15,000.00
LAND Trust Academic	Textbooks	Textbook support for struggling writers	\$ 500.00

<i>Goal Short Title</i>	Reading/DIBELS				
<i>Goal Statement</i>	Seventy-three percent of K-6 students will show typical or above growth in Acadience Pathways to Progress from beginning of year benchmark measure to end of year benchmark measure.				
<i>Measures to determine progress</i>	Acadience Pathways to Progress.				
<i>Action Plan</i>	<p>Training teachers and support staff on Acadience</p> <p>Purchase Acadience for grades 4-6 if state does not purchase. If state does extend this to grades 4-6, we will purchase books for school and classroom libraries.</p> <p>Identify and plan targeted interventions for students that are below or well below benchmark at the beginning of the year. This includes students with disabilities. Progress monitor these students to measure the effectiveness of the interventions.</p> <p>Utilize tutors in the classroom to allow for targeted intervention delivery by the teacher or the tutor.</p> <p>Provide training for teachers and support staff on targeted interventions.</p> <p>Provide new/updated books in the library.</p> <p>All teachers will participate in LETRS training.</p> <p>Purchase and utilize computer software and textbooks to help struggling readers.</p>				
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL				
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement				
<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>	<p>Goal TSSA Expense Total -</p> <table border="1" data-bbox="456 1738 1203 1776"> <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> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>		
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$25,000.00</p> <table border="1" data-bbox="456 1965 1487 2018"> <thead> <tr> <th><u>Funding</u></th> <th><u>Expense</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> </table>	<u>Funding</u>	<u>Expense</u>	<u>Description</u>	<u>Item Cost</u>
<u>Funding</u>	<u>Expense</u>	<u>Description</u>	<u>Item Cost</u>		

<u>Source</u>	<u>Category</u>		
LAND Trust Academic	Online Curriculum or Subscriptions	Acadience for grades 4-6/online curriculum for struggling students, or books for library and classrooms in the event this is purchased by the state.	\$ 2,500.00
LAND Trust Academic	Textbooks	Textbooks to help struggling students	\$ 500.00
LAND Trust Academic	Salaries & Benefits	Tutors	\$ 21,000.00
LAND Trust Academic	Library Books	New/Updated books for library	\$ 1,000.00

<i>Goal Short Title</i>	Math												
<i>Goal Statement</i>	Students in grades 4-6 will earn a school-wide median growth percentile (MGP) of 54 in math.												
<i>Measures to determine progress</i>	2021-2022 RISE MGP												
<i>Action Plan</i>	<p>Teachers will attend four CMI (Comprehensive Mathematics Instruction) trainings during the school year.</p> <p>We will utilize math support software and curriculum for instruction, monitoring, and extensions.</p> <p>Teachers will receive training on drill downs using math support software and how to create targeted interventions using this data. This includes students with disabilities.</p> <p>Utilize tutors during math instruction and enrichment for small groups and interventions.</p>												
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL												
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement												
<i>Academic area(s) addressed by the goal</i>	Mathematics												
<i>Does this action plan include behavioral / character education / leadership efforts?</i>													
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$4,300.00</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 & Benefits</td> <td>Teacher stipend for CMI trainings</td> <td>\$ 4,000.00</td> </tr> <tr> <td>TSSA</td> <td>Salaries & Benefits</td> <td>Math Team stipend for additional CMI Trainings</td> <td>\$ 300.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Teacher stipend for CMI trainings	\$ 4,000.00	TSSA	Salaries & Benefits	Math Team stipend for additional CMI Trainings	\$ 300.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>										
TSSA	Salaries & Benefits	Teacher stipend for CMI trainings	\$ 4,000.00										
TSSA	Salaries & Benefits	Math Team stipend for additional CMI Trainings	\$ 300.00										
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>Goal LAND Trust Expense Total - \$7,377.32</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></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>								
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>										

	LAND Trust Academic	Software / Technology Hardware < \$5000	Math software	\$ 7,377.32
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<i>Goal Short Title</i>	SEL																				
<i>Goal Statement</i>	Increase positive student behavior through SEL measures including wellness space and incentives.																				
<i>Measures to determine progress</i>	Incentives handed out. Usage of Wellness Space(s).																				
<i>Action Plan</i>	Improve current wellness space. Create additional wellness spaces/comfort corners as needed. Purchase incentives for positive behavior. Train teachers and support staff on Positive Behavior Interventions and Supports (PBIS). Curriculum for PBIS. SEL instructional support as outlined in Focus area 3 - promote SEL for students. Recess equipment.																				
<i>This goal can be categorized as... (choose all that apply)</i>	#SEL																				
<i>District Strategic Plan Area(s)</i>	Culture																				
<i>Academic area(s) addressed by the goal</i>																					
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes																				
<i>Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$17,037.48																				
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<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>																		
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TSSA	General Supplies, Other	Student Incentives	\$ 2,000.00																		
TSSA	General Supplies, Other	Furniture and supplies for Wellness spaces	\$ 2,000.00																		
TSSA	Online Curriculum or	PBIS Curriculum	\$ 2,500.00																		

	Subscriptions				
	TSSA	General Supplies, Other	Recess equipment and supplies	\$ 2,000.00	
	TSSA	Salaries & Benefits	SEL instructional support	\$ 4,337.48	
<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>

Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math	TSSA	Salaries & Benefits	Teacher stipend for CMI trainings	\$4,000.00
Math	TSSA	Salaries & Benefits	Math Team stipend for additional CMI Trainings	\$300.00
SEL	TSSA	Salaries & Benefits	Stipends for teachers and staff for trainings	\$4,200.00
SEL	TSSA	General Supplies, Other	Student Incentives	\$2,000.00
SEL	TSSA	General Supplies, Other	Furniture and supplies for Wellness spaces	\$2,000.00
SEL	TSSA	Online Curriculum or Subscriptions	PBIS Curriculum	\$2,500.00
SEL	TSSA	General Supplies, Other	Recess equipment and supplies	\$2,000.00
SEL	TSSA	Salaries & Benefits	SEL instructional support	\$4,337.48
Writing	TSSA	Salaries & Benefits	Tutors	\$18,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 49,001.00
2. Total projected TSSA funding for SY21-22	\$ 55,123.88
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 7,897.40
3. Total planned TSSA expenditures for SY21-22	\$ 47,234.88
4. Planned TSSA carryover into the SY22-23	\$ 7,889.00
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
Math	LAND Trust Academic	Software / Technology Hardware < \$5000	Math software	\$7,377.32
Reading/DIBELS	LAND Trust Academic	Online Curriculum or Subscriptions	Acadience for grades 4-6/online curriculum for struggling students, or books for library and classrooms in the event this is purchased by the state.	\$2,500.00
Reading/DIBELS	LAND Trust Academic	Textbooks	Textbooks to help struggling students	\$500.00
Reading/DIBELS	LAND Trust Academic	Salaries & Benefits	Tutors	\$21,000.00
Reading/DIBELS	LAND Trust Academic	Library Books	New/Updated books for library	\$1,000.00
Writing	LAND Trust Academic	Software / Technology Hardware < \$5000	Software for struggling writers; computer devices	\$15,000.00
Writing	LAND Trust Academic	Textbooks	Textbook support for struggling writers	\$500.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 43,174.84
G - Total projected funding for next year SY21-22	\$ 47,877.32
H - Total planned expenditures for next year SY21-22	\$ 47,877.32
I - Planned carryover into the following year SY22-23	-\$ 0.00
J - Is planned carryover more than 10% of projected new funds?	No

Plan for carryover in excess of 10%

Carryover will be used to enhance existing goals. Additional books for the library. Replace or fix student devices damaged due to going back and forth from home.

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:

iReady

Reading Horizons

ST Math

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?

Our reading goal and our writing goal.

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

Our math goal.

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

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

We are participating in LETRS and CMI training to increase teacher skills in language arts and math.

Title I Plan / TSSP:
How does the plan improve academics for all students while supporting those most at-risk?

Districtwide practices for helping struggling students include the following:

- Administrators meet with teachers to review data identifying low achieving students.*
- During collaborative team meetings, teachers review data to identify how students are performing.*
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.*
- Low performing students receive additional instruction from their teacher.*
- Low performing students work with tutors in addition to the instruction they receive from their teacher.*
- Low performing students receive additional time and instruction through technology and instructional aides.*
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.*
- Teachers discuss progress of their students and make adjustments to the interventions students receive.*
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.*

Additional schoolwide practices for helping struggling students include the following:

Family Support Worker to help support the needs of students families.

Plan Evaluation and Stakeholder Involvement: How is stakeholder input solicited?

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the School Improvement Plan.*
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.*
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.*
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.*
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.*
- Meetings are held at different times during the day to enable all parents to be involved.*
- Programs and activities are scheduled throughout the year to involve parents and guardians.*

Additional schoolwide practices for parental involvement include the following:

Plan Evaluation and Stakeholder Involvement: How does your school share the Family Policy/Compact with stakeholders?

Website

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

We have proven improvement in the past with the things we are spending out funds on this year. Students make growth and improve in their academic, as well as social, learning.

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

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

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/24/2021
Number who approved	5
Number who did not approve	0
Number who were absent or abstained	1