



# BOARD REPORT

## Teacher Student Success Plan TSSA and LAND Trust

**Foxboro Elementary - SY 2022**

Principal Chris Whitaker

## 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 Foxboro Elementary is to promote the mission of Learning First for all. This is accomplished by sustaining a positive school culture and by ensuring students are safe and cared for, respected, respectful, and responsible. School wide expectations and procedures facilitate this. Faculty and staff are continually supported through engaging personalized professional development, mentoring and teacher observation and feedback. Data collection and assessment drive student instruction. Collaboration and data review within cohort groups are used to create an environment that allows for continuous academic and citizenship growth for every student. A safe and productive environment is provided wherein teachers are engaged in effective teaching (using a variety of research-based instructional strategies and technologies) and students are actively engaged in learning. Foxboro Elementary also invites and encourages community and parental involvement and support of students.

# Description of the School

## Community

Foxboro Elementary is located in the center of the westside of the community of North Salt Lake, Utah. The diverse community consists of single-family homes, condominiums, and three apartment complexes. It also includes the Pony Express RV park, which brings us some temporary and long-term students. Parents are supportive of the school, faculty, and students and are important partners in children's education. Our local business community makes frequent contributions of time and financial resources to enhance the opportunities available for our students.

## Student Body

The Foxboro Elementary student body consists of approximately 820 students. The student body is comprised of <1% American Indian or Alaskan Native, 2% African American, 2% Asian, 16% Hispanic/Latino, 2% Multiple Races, 6% Pacific Islanders, and 72% White. Almost one-third of our students are Economically Disadvantaged. ELL students make up approximately 11% of our student body. All of our students are vital to the success of our school and we value the diversity of experience that they bring to Foxboro.

## Staff

Foxboro Elementary staff includes 28 regular education teachers, three special education teachers, a full-time speech pathologist, part-time psychologist and counselor, two part-time behavior skills aides, a part-time Family Service Worker and two administrators. We have a number of paraprofessionals who work under the direction of educators to provide support in both the regular and special education environments. Our support staff includes office, health/medical, custodial, nutrition support staff, as well as other individuals who contribute to our positive Foxboro environment.

## School Culture

Parents are concerned with the progress their children make and many parent volunteers help in the classrooms. Parents, teachers and students work together to promote LEARNING FIRST. Teachers gather data from multiple sources to support student achievement and growth, to guide instruction, and to determine interventions for students. They use formative and summative assessment to teach and reteach. Interventions are designed to meet the individual needs of students. Students who are identified as below proficiency benchmark in reading and math are given individual support and small group instruction to encourage growth. New teachers are mentored by a mentor teacher. The PTA is involved with art programs and other activities that engage parents in school activities. Our school focuses on high scholastic and academic performance as well as positive behaviors and expectations. We use the PBIS model and will be implementing Sanford Harmony this year for SEL. Our school-wide expectations are Be Safe, Be Responsible, Be Respectful and Be Kind. These are explicitly taught, and retaught, to students in our positive, safe environment.

## Unique Features & Challenges

- Foxboro Elementary is a French Dual Immersion School. The French Immersion Program is in the full implementation stage in all grade levels. Students in the French Immersion program are challenged in their curriculum. We have approximately a third of the student body in the French program.
- Students can participate in the SEM/Gifted and Talented (Schoolwide Enrichment Model) based on qualifications of task commitment, creativity and high achievement on end of level tests.
- Our community partner, the Bountiful Food Pantry, delivers about 80 weekend Pantry Packs for distribution to our students who need weekend food support.
- Within Foxboro Elementary's boundaries are 3 charter schools. Parents often compare our school with the charter schools when choosing the best fit for their situation. Students move in and out of our school and the

charter schools.

## **Additional Information**

- The PTA and Community Council at Foxboro Elementary work closely to ensure communication and collaboration of goals are implemented and achieved. The PTA sponsors the Meet the Masters art program and an Art Night yearly exhibiting the creative artwork of the students.
- The Community Council sponsors a Family STEM Night to promote, encourage and increase the use of math and STEM strategies at home.
- Foxboro Elementary participates in the Ken Garff Road to Success Reading Program. Students are encouraged to read at least 20 minutes per night 5 days a week for a minimum total of 100 minutes per week. This equates to a minimum of 3200 minutes per year.
- Foxboro has an active student council that participates in leadership and service-learning activities throughout the year. We also have a Jr. Hope Squad that provides social-emotional support for students by students.
- Foxboro provides a free summer lunch program, feeding any child between the ages of 1-18 years old, during the months of June and July. Foxboro also provided free meals to children in the community, including drop-offs by school buses, during the Covid-19 pandemic in the spring of 2020.
- Foxboro provides a summer library program where students can come check out books to read.

# Needs Analysis

## Notable Achievements

*Foxboro teachers, staff, and community pulled together during the recent Covid-19 pandemic to create and participate in a robust online learning system. Within literally two days, teachers had created online learning schedules and activities and communicated those with parents. Over the following week, supports such as Special Education services, online video tutoring interventions, and social-emotional checks were added to benefit our students.*

## Areas of Recent Improvement

*Remote Learning has become a successful alternative to in-building teaching during the last quarter of the 2019-2020 school year. More than 400 devices (iPads/Laptops) were distributed from the school for students to use for Remote Learning. Teachers have maintained their life-long learner status by quickly building the skills they needed to provide quality online instruction for all students.*

- “Calm Spots” have been implemented in all classrooms in conjunction with the Zones of Regulation model and explicit SEL strategies teaching using the Sanford Harmony Curriculum to help students self-regulate and calm themselves when struggling with strong emotions. This has also helped with safety and time spent learning.
- A Recess Coach was hired during the 2020-2021 school year to help Foxboro students learn positive, cooperative playground skills and conflict resolution strategies.
- We have added a part-time Family Service worker to our staff to help families in crisis and to community resources.

## Areas of Needed Improvement

- Research-based methods/programs to increase school-wide proficiency in Math are currently being researched to address needs in that area.
- There is still a need to increase Language Arts proficiency school-wide as measured on the Acadience, CRT and RISE results.
- Student mental health is a growing concern and increased access for students, teachers, and families to high-quality professional support is an area of extremely critical need.

# 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>During the 2018-2019 school year, 75% of our K-3 students had typical or higher progress on DIBELS/Acadience Pathways to Progress report on the MOY (middle-of-year) assessment. For the 2019-2020 school year, we will increase to having 78% of K-3 students show typical or higher progress on the Acadience Pathways to Progress report. Our 4th grade students will have an average quantile growth score of 60 or higher on the Lexile score report from Lexia or Imagine Learning Literacy at mid-year.</p>	Did not meet goal	<p>At mid-year 2020, 68% of our students showed typical and above progress on the Acadience Pathways of Progress report. This was very surprising to us, we had a significant reduction in proficiency from the year before, despite having an even more robust and effective intervention process. We have been looking for the factors influencing this and plan to use the data to help us know how to focus in the future.</p>
<p>At mid-year, students in grades 5 and 6 will show an increase overall in their quantile score on Imagine Math of 50 points or higher.</p>	Met goal	<p>During the 2019-2020 school year we saw good progress in our student's math skills. In the subsequent pandemic and the rapid switch to remote learning and all the associated issues, we neglected to archive the Imagine Math data. Our staff has used the STEM software with fidelity and it was a great support to student skills during the pandemic and beyond. Incentivizing students to work productively continues to be a challenge we are working to address.</p>

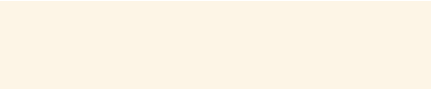
# Current Year Progress Report

## Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>During the 2019-2020 school year, 68% of our K-3 students had typical or higher progress on DIBELS/Acadience Pathways to Progress report on the MOY (middle-of-year) assessment. For the 2020-2021 school year, we will increase to having 73% of K-3 students show typical or higher progress on the Acadience Pathways to Progress report. Our 4th-6th grade students will show an average of .5 year's growth using our online Literacy platform, as received from the Utah Literacy Software Grant, at mid-year.</p>	<p>Not progressing according to plan</p>	<p>We have struggled, along with our students, to make up the losses in academic achievement that were experienced as a result of the global pandemic and the transition to remote-only learning that took place in the spring of 2020. Our K-3 students are at 61% at pathway on the mid-year Acadience Pathways to Progress report. We have implemented our plan as listed, with the exception of only being able to find and hire four qualified tutors. This has limited our ability to intervene with as many students as we would have liked to. However, we are seeing good growth this year compared to where the students were at their return to school in fall of 2020.</p> <p>Additionally, our 4-6 grade students are also working to recover from the learning impacts of the soft closure and lessened access to learning that took place in early 2020. We had 41% of students achieving on grade level in Lexia, our literacy software system. However, we also had 24% of students who moved from a below grade level status to on-level, which we believe shows that we are helping them build the necessary literacy skills for success at the upper elementary grade levels.</p>
<p>At mid-year, students in grades 1-6 will show an average of .5 increase overall in their GLE (grade level equivalent) as measured using the STEM Action Grant software awarded by the state.</p>	<p>Progressing according to plan</p>	<p>We had 51% of students show at least .5 GLE growth at mid-year in Imagine Math (K-5) or ALEKS (5-6). We feel that the focus on using the programs with fidelity has really helped us lessen the effects of the spring 2020 school soft closure. We are continuing to make this a focus for the remainder of the school year.</p>
<p>School safety/digital citizenship goal with expenditures &lt;\$7000. Foxboro Elementary will show a 5% increase on "Yes" responses in the Evaluate Davis student survey score, when compared to 2020, regarding "feels safe at school."</p>	<p>Progressing according to plan</p>	<p>We had a 22% increase in students reporting that "students feel safe at our school" on the Evaluate Davis surveys. Parents reported a 99% agreement with the statement "my student feels safe at school." We have continued to focus on Restorative Practices and SEL (Social Emotional Learning) to help students learn self-management strategies and ways to calm themselves. We have also created the Foxboro Elementary Jr. Hope Squad and have these positive student role models making a difference in our school.</p>

# TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 29,141.84
TSSA SY20-21 New Funding	\$ 97,881.00
TSSA Total funding for SY20-21	\$ 127,022.84
TSSA SY20-21 Anticipated Spending	\$ 87,000.00
TSSA Expected balance carried over into SY21-22	\$ 40,022.84
TSSA Anticipated new funding for SY21-22	\$ 85,351.00
TSSA Total funding available for SY21-22	\$ 125,373.84
Describe your school's SY20-21 Progress for TSSA Spending	<p>Our efforts were were focused on SEL and Safety, as we intended. We hired two additional recess aides and a Recess Coach. This provided additional supervision and ensured that games are always happening at recess with the coach. Students who are feeling alone or need support often come join the game because it is a safe place to play and learn new skills. The Recess Coach also looks for students who are alone and invites them to join in with the activity. Our SEL Skills Coaches are part-time teachers who do some additional work in this area when they aren't scheduled to teach. They have helped present the district Anti-Bias lessons to classes, worked with individual students and groups to learn new social skills, and have provided support to parents and teachers. We funded the extra day at the beginning of the year for teachers and trained them on the Sanford Harmony SEL curriculum. We also paid two teacher leaders to help administer our PBIS initiative, including a reteach of expectations each term and operating our PBIS Rewards program to incentivize students and teachers as well as track any incidents of non-compliance or aggression so that we could provide reteaching to students needing support. All these activities actually cost us less than we'd planned - it took us three months into the school year to find a Recess Coach, we dropped the planned Skills Recess due to a hybrid start, and we used Refresh money to get the iPads we needed. As a result, we amended our plan to add an additional contract day for teachers in June to allow them to get their Canvas courses ready to roll over to the new year. We purchased laptops and docking stations for all classroom teachers and SpEd/Related Servers so they can more easily create remote content and have the flexibility that laptops provide. Finally, we began work on replacing our aging video projectors and wireless connections in one pod of our building. The state school report card was discontinued for the 2020-2021 school year, so we were unable to use it to gauge our academic performance. Our survey data from the mid-year parent and student surveys in 2020 showed that 58% of students felt safe at school and 99% of parents felt their child was safe at school. Our 2021 survey shows that 70% of students now report feeling safe at school. There was not a question about safety on the</p>



parent survey this year. We feel that we met this goal and want to continue to improve.



# LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 1,360.14
B - Allocated new funds for SY20-21	\$ 100,836.00
C - Total Budget for SY20-21	\$ 102,196.14
D - Projected spending during SY20-21	\$ 72,000.00
E - Expected carryover from SY20-21	\$ 30,196.14
F - Projected new funding for SY21-22	\$ 75,203.65
G - Total projected funding for SY21-22	\$ 105,399.79

# Goals and Planned Actions / Resources

<p><i>Goal Short Title</i></p>	<p><b>Early Literacy</b></p>
<p><i>Goal Statement</i></p>	<p>Foxboro Elementary has students who enter kindergarten below kindergarten readiness standards in reading. Many of these students traditionally stay below grade level and remain below grade level through each subsequent grade level through 2nd grade. Students make gains during 3rd-6th grades but generally at the expense of deeper content learning in other subject areas.</p> <p>In looking at student performance data and teacher foundational literacy knowledge to identify the root causes, Foxboro identified the need for targeted Tier 1 and 2 instructional supports in grades K-2. Instead of setting a school-wide Acadience goal this year, Foxboro will focus one goal on K-2 reading. It will be ambitious.</p> <p>75% of K-2 students will be reading on grade level as measured by the Acadience EOY assessment.</p> <p>The action plan will include work for all stakeholder groups:</p> <p>Students—build student ownership of learning through choice of texts, books, and learning activities. Those identified as most at-risk on the Acadience BOY and MOY assessments will receive explicit phonemic skills instruction using the SPIRE (<i>Specialized Program Individualizing Reading Excellence</i>) intensive intervention program.</p> <p>Teachers—participate in targeted professional learning in LETRS (<i>Language Essentials for Teachers of Reading and Spelling</i>) supported by the ELA Coordinator and District PL team to increase the literacy instructional skills for Tier I instruction in all grade levels. Kindergarten teachers will also be trained in SPIRE. Provide summer library services at Foxboro to support student access to reading material since the nearest public library is more than seven miles away from the school neighborhood.</p> <p>Parents - support student literacy by prioritizing reading practice time at home with books/reading material chosen by the child. Incentivize and acknowledge child's progress by logging student reading time into the <i>Road to Success</i> community-sponsored reading incentive program. Encourage student use of summer library at Foxboro to get new reading material frequently.</p>
<p><i>Measures to determine progress</i></p>	<p>Seventy-five percent of K-2 students will be reading on grade level as measured by the Acadience EOY assessment.</p>
<p><i>Action Plan</i></p>	<ul style="list-style-type: none"> <li>• Purchase SPIRE materials. \$5,000</li> <li>• Hire and train 6 literacy tutors in SPIRE methods and curriculum. \$60,000</li> <li>• Enroll kindergarten teachers in SPIRE training; stipends for attendance. \$1,500</li> <li>• Enroll teachers in LETRS training for the 2021-2022 school year; stipends for module completion. \$18,000</li> <li>• Subs for teachers on LETRS training days. \$12,000</li> <li>• Librarian hours for Summer Library. \$2,500</li> </ul>

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

#PDI#GraduationRates

*District Strategic Plan Area(s)*

Empowered Employees|Student Growth & Achievement

*Academic area(s) addressed by the goal*

Reading|Writing

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

*Will TSSA funds be used to support this goal?*

Goal TSSA Expense Total -

**Funding Source Expense Category Description Item Cost**

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

Yes

Goal LAND Trust Expense Total - \$99,000.00

<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	Salaries & Benefits	LETRS teacher stipend and substitutes - 30 teachers	\$ 30,000.00
LAND Trust Academic	General Supplies, Other	SPIRE curriculum and supplies	\$ 5,000.00
LAND Trust Academic	Salaries & Benefits	6 paraprofessional employees	\$ 60,000.00
LAND Trust Academic	Salaries & Benefits	SPIRE teacher stipends for training days	\$ 1,500.00
LAND Trust Academic	Salaries & Benefits	Summer library - staffing	\$ 2,500.00

<p><i>Goal Short Title</i></p>	<p><b>Math Choice</b></p>								
<p><i>Goal Statement</i></p>	<p>At Foxboro, we have worked with the School Community Council to identify some of the challenges that are getting in the way of our students' math achievement. As we've studied the lack of growth, and its apparent causes, we found that our students needed additional opportunities to practice math skills - particularly in ways that would allow teachers to support both small group and online instruction.</p> <p>We will receive one or two license options for our STEM Software grant, but would like to offer teachers an additional choice if we don't receive enough licenses of their first choice software. If we do receive enough, we'd like to purchase the supplementary practice curriculum, Ready Math, and train teachers to use it.</p> <p>Students will increase their math proficiency by 3% on the STEM Math software beginning-of-year benchmark to middle-of-year benchmark.</p>								
<p><i>Measures to determine progress</i></p>	<p>Students will increase their math proficiency by 3% on the STEM Math software beginning-of-year benchmark to middle-of-year benchmark.</p>								
<p><i>Action Plan</i></p>	<ul style="list-style-type: none"> <li>• Give teachers opportunities to research the STEM Action Center software grant options.</li> <li>• Survey teachers to determine the school's first and second choice of math software; submit request to STEM Action Center.</li> <li>• When software grant and number of licenses for Foxboro are announced, survey teachers to determine if additional licenses are needed.</li> <li>• If more licenses are needed, purchase them using Land Trust funding.</li> <li>• Utilize software with fidelity, including giving benchmark assessments. Use software targeted interventions for small group work with teacher while students not targeted work on the software program.</li> <li>• If no more licenses are needed, purchase Ready Math curriculum for teachers to use with whole group and small groups.</li> </ul>								
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PDI#Tech#GraduationRates</p>								
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth &amp; Achievement Parent &amp; Community Connections Empowered Employees</p>								
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Mathematics</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 -</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Funding Source</u></th> <th style="text-align: left;"><u>Expense Category</u></th> <th style="text-align: left;"><u>Description</u></th> <th style="text-align: left;"><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>						

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

Yes

Goal LAND Trust Expense Total - \$6,000.00

<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	Online Curriculum or Subscriptions	Additional STEM Action Center math software as preferred by teacher(s)	\$ 3,000.00
LAND Trust Academic	General Supplies, Other	Ready Math curriculum	\$ 3,000.00

<p><i>Goal Short Title</i></p>	<p><b>SEL, Equity, and Student Safety</b></p>
<p><i>Goal Statement</i></p>	<p>We have focused efforts on student SEL, safety and equity for the past two years and would like to continue this focus and increase our efforts with student SEL and equity. We will provide this additional level of support by funding a half-time FTE (teacher) dedicated to teaching the district Community Curriculum lessons, promoting equity and cultural celebrations, and working with individual and small groups of students needing explicit social-emotional skills training. A Buddy Coach will also be hired to mentor students, teach specific social skills in group settings, and provide CICO (Check In/Check Out) support for those students needing additional support.</p> <p>Increase from current (2021) student rating of 70% “yes” to the statement <i>Students feel safe at our school</i> to a rating of 75% “yes” on the same item on the 2022 Evaluate Davis school surveys. Based on research (see citation below), we expect student centered SEL goals to support learners and learner proficiency as outlined in goals 1 and 2.</p> <p><b>Dweck, C. S., Walton, G. M., &amp; Cohen, G. L. (2014) <a href="#">Academic Tenacity Mindsets and Skills that Promote Long-Term Learning</a>.</b> This report analyzes how psychological factors, which may also be referred to as motivational or noncognitive factors, can matter even more than cognitive factors for students’ academic performance. These may include students’ beliefs about themselves, their feelings about school, or their habits of self-control.</p>
<p><i>Measures to determine progress</i></p>	<p>Increase from current (2021) student rating of 70% “yes” to the statement <i>Students feel safe at our school</i> to a rating of 75% “yes” on the same item on the 2022 Evaluate Davis school surveys. Based on research (see citation below), we expect student centered SEL goals to support learners and learner proficiency as outlined in goals 1 and 2.</p> <p><b>Dweck, C. S., Walton, G. M., &amp; Cohen, G. L. (2014) <a href="#">Academic Tenacity Mindsets and Skills that Promote Long-Term Learning</a>.</b> This report analyzes how psychological factors, which may also be referred to as motivational or noncognitive factors, can matter even more than cognitive factors for students’ academic performance. These may include students’ beliefs about themselves, their feelings about school, or their habits of self-control.</p>
<p><i>Action Plan</i></p>	<ul style="list-style-type: none"> <li>• During the professional days at the beginning of the 2022 school year, teachers will participate in a Sanford Harmony curriculum refresher training.</li> <li>• A Buddy Coach will be hired and trained in some game options, ways to look for students needing support, CICO (<i>Check In/Check Out</i>), mentoring, and basic SEL strategies. Funding through TSSA; \$10,000</li> <li>• A .5 FTE teacher will be hired as our SEL Skills Coach and trained in Sanford Harmony, the district Community Building Curriculum, Restorative Practices, and other pertinent programs. Funding through TSSA; \$45,000</li> <li>• Teacher leaders will be hired to supervise the HOPE Squad and PBIS Rewards programs. Funding through TSSA; \$5000</li> </ul>
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#SEL#TeacherLeaders</p>

*District Strategic Plan Area(s)*

Empowered Employees|Safety & Security|Parent & Community Connections|Culture

*Academic area(s) addressed by the goal*

Reading|Writing|Mathematics|Science|Social Studies

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

*Will TSSA funds be used to support this goal?*

Goal TSSA Expense Total - \$79,000.00

<b><u>Funding Source</u></b>	<b><u>Expense Category</u></b>	<b><u>Description</u></b>	<b><u>Item Cost</u></b>
TSSA	Salaries & Benefits	Buddy Coaches; classified employees	\$ 20,000.00
TSSA	Salaries & Benefits	.5 FTE teacher; SEL Skills Coach	\$ 48,000.00
TSSA	Salaries & Benefits	10 teacher leader stipends	\$ 10,000.00
TSSA	General Supplies, Other	Calm Center items for teachers	\$ 1,000.00

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

No

Goal LAND Trust Expense Total -

**Funding Source** **Expense Category** **Description** **Item Cost**

# Additional TSSA Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
SEL, Equity and Student Safety	TSSA	Salaries & Benefits	Buddy Coaches; classified employees	\$20,000.00
SEL, Equity and Student Safety	TSSA	Salaries & Benefits	.5 FTE teacher; SEL Skills Coach	\$48,000.00
SEL, Equity and Student Safety	TSSA	Salaries & Benefits	10 teacher leader stipends	\$10,000.00
SEL, Equity, and Student Safety	TSSA	General Supplies, Other	Calm Center items for teachers	\$1,000.00

## Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 85,351.00
2. Total projected TSSA funding for SY21-22	\$ 125,373.84
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 13,192.00
3. Total planned TSSA expenditures for SY21-22	\$ 92,192.00
4. Planned TSSA carryover into the SY22-23	\$ 33,181.84
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
Early Literacy	LAND Trust Academic	Salaries & Benefits	LETRS teacher stipend and substitutes - 30 teachers	\$30,000.00
Early Literacy	LAND Trust Academic	General Supplies, Other	SPIRE curriculum and supplies	\$5,000.00
Early Literacy	LAND Trust Academic	Salaries & Benefits	6 paraprofessional employees	\$60,000.00
Early Literacy	LAND Trust Academic	Salaries & Benefits	SPIRE teacher stipends for training days	\$1,500.00
Early Literacy	LAND Trust Academic	Salaries & Benefits	Summer library - staffing	\$2,500.00
Math Choice	LAND Trust Academic	Online Curriculum or Subscriptions	Additional STEM Action Center math software as preferred by teacher(s)	\$3,000.00
Math Choice	LAND Trust Academic	General Supplies, Other	Ready Math curriculum	\$3,000.00

## Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 75,203.65
G - Total projected funding for next year SY21-22	\$ 105,399.79
H - Total planned expenditures for next year SY21-22	\$ 105,000.00
I - Planned carryover into the following year SY22-23	\$ 399.79
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any additional funding will be spent to provide additional literacy tutors for SPIRE interventions.
Plan for sharing the school LANDTrust plan with the community	Letters to policy makers School newsletter School marquee School website

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

Social Media - Facebook; Instagram; Twitter

This school is not a Title I school.

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/02/2021
Number who approved	11
Number who did not approve	0
Number who were absent or abstained	2