



BOARD REPORT

Teacher Student Success Plan TSSA and LAND Trust

Fremont Elementary - SY 2022

Principal Adell Arvidson

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

Fremont Elementary is a safe environment where all employees, parents, and community members support student achievement. We value individual differences and focus on skill building.

The purpose of Fremont Elementary is to promote the mission of learning first for all. To accomplish this, we continuously monitor student performance through data collection and collaborative teaming, ensuring quality instruction and high levels of student engagement. Fremont Elementary provides a safe, supportive, and empowering learning environment that promotes excellence for all students.

Description of the School

Community

Fremont Elementary is at the most northern end of Davis County in Sunset, Utah. The address is 2525 N 160 W, Sunset Utah, 84015. It is a Title 1 school, and all students are within walking distance. The neighborhood is comprised of apartment complexes and single-family homes. Fremont enjoys a diverse mix of students.

Student Body

Fremont Elementary has a current enrollment of 250 students Pre-K – 6th grade. Of these students, 63% reside in economically disadvantaged homes and 6% are considered homeless. The breakdown of the students includes the following:

- multiple races = 5%
- Hispanic/Latino = 26%
- Native Hawaiian or Other/Pacific Islander = 3%
- Caucasian = 65%.
- Asian, American Native & Black, or African American each <1%,
- 8% of students qualify as English Language Learner (ELL)
- 23% qualify as Students With Disabilities (SWD)

Staff

Fremont Elementary consists of staff with the following additional qualifications:

- 10 MS Degrees
- Endorsements:
 - 10 ESL
 - 2 Reading
 - 1 Gifted and Talented
 - 1 Mild/Moderate Disabilities
 - 1 Severe Disabilities
 - 1 Music
 - 1 Elementary Math

Certified Staff - Full Time

- 11 General Ed. Teachers
- 1 Special Education Teachers
- 2 Essential Elements Teachers
- 1 Speech Language Pathologist

Certified Staff - Part Time

- 1 Counselor
- 1 Family Service Worker
- 1 Psychologist
- 1 School Technology Specialist
- 1 English Language Arts Coordinator

- 1 Arts Integration Specialist
- 1 Math Coach

Classified Staff - Full Time

- 1 Head Secretary
- 1 Head Custodian
- 1 General Custodian
- 1 Nutrition Service Manager
- 1 Media Specialist

Classified Staff - Part Time - All Highly Qualified

- 4 Office/Playground Staff
- 2 Upper Grade Teacher Assistants
- 8 Essential Elements Assistants
- 1 Special Education Assistant
- 5 K-6 Tutors
- 3 Optional Extended Kindergarten (OEK) Kindergarten Tutors
- 3 Head Start Teachers
- 1 Schoolwide Enrichment Model (SEM) Teacher
- 1 Art/Music Teacher
- 1 Computer Science Teacher
- 1 Physical Education Teacher
- 2 Talking Time Teachers
- 1 After School Director
- 2 After School Assistants
- 2 Nutrition Specialists
- 2 Custodians

School Culture

Fremont Elementary has a shared culture of continually striving for excellence, with high expectations for all. We share the belief that each child has unique gifts that no other child has. Our school strives to assist parents and families in helping each child discover his/her unique gifts in order to reach their full potential. Students and faculty members are recognized as positive examples when they go above and beyond helping to create an environment that stimulates individual initiative. Our priority is to create a school climate and culture that is positive, safe, inviting, comfortable, and conducive to learning.

Unique Features & Challenges

The Fremont Elementary School community is comprised of families from a variety of socio-economic levels. Due to the number of students coming from economically disadvantaged homes, Fremont is designated as a Federal Title I School, and as such, receives Title I funds. This funding has allowed us to pay for one additional teacher, lowering our class sizes. Funds are also allocated for tutors to assist teachers with Tier 2 interventions.

Families are faced with a variety of challenges that typically accompany dynamics of a low-income community. This year with the COVID-19 restrictions, we have seen an increase in the challenges they face with Social Emotional Learning (SEL) needs. The number of parent volunteers has decreased due to restrictions for school-wide activities and following the BIG 5 Guidelines. The PTA is small and has struggled with enrollment. The Community Council also struggles to find parent members.

Fremont has two subgroups that place in the lowest 5% of the state proficiency scores. We are therefore identified as a Targeted school for our English Language Learners (ELL) and Students with Disabilities (SWD) populations.

Fremont Elementary includes Headstart, a Talking Time Pre-School program, Before & After School Program, Extended Day Kindergarten, and Summer School. The school is home for two Essential Elements Classrooms, Resource, and provides SEM (Schoolwide Enrichment Model) enrichment activities for identified students. They have access to activities involving robotics, coding, engineering, design, technology, mathematics, art, and PE. This supports our belief that students benefit from curriculum supported by all facets of learning.

Additional Information

Teachers have improved instruction through participation in professional development focused on blended learning and technology. All teachers have incorporated the use of Canvas in their classrooms and for students at home for remote learning. All classrooms are equipped with large TV display screens, Enhanced Sound Systems, Projectors, Apple TVs, and Document Cameras. With technology, we are 1:1 with some grade levels using iPads and some using laptops. Fremont's fifth grade students participate in a Science Technology Engineering and Math (STEM) partnership program with Hill AFB entitled "Star Base." Students travel to the base and participate in the study of math, science, and engineering concepts combined with hands-on projects and learning activities. Teachers have the use of an InfiniD lab for hands on, interactive, cooperative learning to support and assess student learning in the area of science.

To promote healthy habits and nutrition, Fremont participates in a USOE grant entitled "Fresh Fruit and Vegetable Program" (FFVP). The FFVP provides fruits and vegetables to all students twice a week. This introduces students to healthy alternatives to junk food snacks and educates them about a variety of different fruits and vegetables. This could prompt families to purchase these items for home consumption.

Needs Analysis

Notable Achievements

The school has adopted a goal of acquiring 21st century skills. To that end, Fremont has multiple digital learning opportunities. Fremont has an Infini-D lab where students can apply what they have learned through hands on activities. We support Davis District in the use of Canvas with all students. Learning opportunities are available 24/7.

Fremont has been chosen to participate in a pilot program with an Arts Integration Specialist. This specialist works with classroom teachers using art, drama, and music, to teach content knowledge for enhanced learning. The specialist also works with our art and music prep specialist to facilitate additional learning over multiple weeks. This program will be used to inspire additional schools to include collaboration between an integration specialist and a classroom teacher. Proficiency with the content knowledge can be shown through display and performance and common formative assessments. Students will not only increase their content knowledge but will also strengthen Social Emotional Learning (SEL) components. Students including our targeted ELL and SWD benefit from multiple teaching modalities and learning styles.

Areas of Recent Improvement

Fremont Elementary has shown a steady increase, totaling 8.7%, in the Acadience BOY-MOY proficiency scores from 2018-2021. Individual classrooms have shown an increase as follows:

- Kindergarten 16%
- 2nd Grade 26.67%
- 1st Grade 17.1% and 28.4%.
- 5th Grade 12.5%

In the Pathways to Progress:

SWD had 44.9% Typical and Above Progress in 2020 and 57.9% in 2021

ELL 2020 47.8% Typical and Above Progress in 2020 and 52.9% in 2021

Areas of Needed Improvement

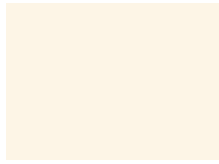
Fremont Elementary has been identified as a "Targeted School" due to a lack of proficiency in multiple areas. We need to focus on increasing student attendance levels, and academic proficiency levels across all grades and all content areas. Of concern from recent academic testing are the subgroups of English Language Learners and Students with Disabilities. A renewed emphasis is being made to support these students during this and the foreseeable future. In the Acadience Reading assessment Fremont is improving in proficiency but not in growth. Fremont will focus on Professional Learning Communities and using data to drive their instruction in the upcoming school year.

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')
Increase the percentage of K-6 students showing typical (or higher) progress on the Middle Of Year ACADIENCE READING Progress by an additional 5%.	Did not meet goal	For the 2018-19 school year, 69.6% of students made Typical and Above Progress. The 2019-20 school year Typical and above Progress dropped to 55.2%. We attribute much of this decline to the Soft Closure and lack of direct physical instruction.
Students will reduce chronic absenteeism (using the definition that 10% of days absent constitutes 'chronic' absenteeism) by at least 3%	Did not meet goal	<p>There were 22 students or 6.8% who were considered to be Chronically Absent during the 2018-19 school year. During the 2019-20 school year, 23 students were Chronically Absent and the percentage decreased to 6.4%. When looking at Chronic Absenteeism among the same student groups, we noticed that students going from kindergarten to first grade had the largest increase. We need to continue to encourage these students to attend more consistently.</p> <ul style="list-style-type: none"> • Kindergarten-1st grade increased by 6.9%, • 1-2 decreased by 5% • 2-3 decreased by 2% • 3-4 decreased by 5.2% • 4-5 decreased by 1% • 5-6 increased by .5%
Increase the percentage of students scoring 'proficient' on math EOL assessments by 10% .	Did not meet goal	We did not meet the goal as written. Based on our formative assessments, students were showed 24% proficient on the final diagnostic results.
All Fremont teachers will select a Blended Learning/Technology Integration model to implement during the upcoming school year, using technology integration, and will set it as one of their Professional Development goals in Evaluate Davis.	Met goal	All teachers had a Technology Integration Professional Development goal in Evaluate Davis.
Using the school-wide goal of "Becoming a Connected Learner," Fremont students and teachers will participate in	Did not meet goal	This Goal was deleted. The Chinese instruction was discontinued after JSSC and Community Council voted to put more focus on academics. An ammendment was submitted.

digital online global learning
experiences through the
creation of a Mandarin Chinese
Enrichment Program.



Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Students K-6 will show an increase in scoring above or well above by 4% on their Middle Of Year Acadience Pathways to Progress</p>	<p>Not progressing according to plan</p>	<p>For the 2020 schoolyear, 38% of students K-6 made above or well above progress on the Pathways Acadience MOY Benchmark. For the 2021 schoolyear, 39.4% made above or well above progress. This was only a 1.4% increase. There were several grade levels who made more than the 4% increase. First grade made 8%, second grade made 19.3%, third grade made 14.8%, and sixth grade made 4.1%. We attribute some of the lack of progress in the 4th and 5th grades due to having a split with the teacher leaving during winter break. This made it so we put those students into existing 4th and 5th grade classes. We expect that the progress will increase by the EOY Benchmarks.</p> <p>ELL students had 43.4% of students K-6 make above or well above progress for 2020. In 2021, they decreased by 14% to 29.4%. If you look at making typical or above progress, they increased by 5.1% going from 47.8% to 52.9%.</p> <p>SWD students had 30.4% of students K-6 make above or well above progress for 2020. In 2021, they increased by 3.6% to 34.2%. If you look at making typical or above progress, they increased by 13% going from 44.9% to 57.9%</p> <p>.</p>
<p>Students K-6 will increase their math proficiency by 4%</p>	<p>Progressing according to plan</p>	<p>Based on the 2019-20 school year, students showed a 14% proficiency on the diagnostic results. Currently, students are showing a 33% proficiency on the same measure.</p>
<p>We will improve the sense of community and safety for students and staff by implementing Social Emotional Learning (SEL) strategies.</p>	<p>Progressing according to plan</p>	<p>Faculty members read the book “Help for Billy” during the summer. "The Trauma Sensitive Classroom: Building Resilience with Compassionate Teachers" was put on hold while teachers were working on learning how to build and implement their Canvas Courses. The SEL Walkthrough Tool was given and will be given again at the end of the school year.</p>

TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 5,169.16
TSSA SY20-21 New Funding	\$ 34,449.00
TSSA Total funding for SY20-21	\$ 39,618.16
TSSA SY20-21 Anticipated Spending	\$ 38,500.00
TSSA Expected balance carried over into SY21-22	\$ 1,118.16
TSSA Anticipated new funding for SY21-22	\$ 32,570.00
TSSA Total funding available for SY21-22	\$ 33,688.16

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

Most of our TSSA funding has been on salaries. We paid for one extra day for all certified staff members and a half day for all classified staff members. We had classified staff come to our opening faculty meeting where we went through the school theme, expectations, schedules and training. We wanted to strengthen our SEL focus for adults by building community, relationships, and setting expectations. We hired an SEL Activity Coach to support goal #3. It has helped focus on the implementation of student SEL goals. We will be paying our teachers for a 1 1/2 day professional development day after school gets out, before the end of June.

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 9,913.98
B - Allocated new funds for SY20-21	\$ 36,590.00
C - Total Budget for SY20-21	\$ 46,503.98
D - Projected spending during SY20-21	\$ 46,000.00
E - Expected carryover from SY20-21	\$ 503.98
F - Projected new funding for SY21-22	\$ 28,697.81
G - Total projected funding for SY21-22	\$ 29,201.79

Goals and Planned Actions / Resources

<p><i>Goal Short Title</i></p>	<p>K-6 Acadience Reading</p>
<p><i>Goal Statement</i></p>	<p>Students K-6 will show a 4% increase on the Acadience Pathways of Progress based on End-of Year (EOY) data.</p>
<p><i>Measures to determine progress</i></p>	<p>Teachers will use Acadience Progress Monitoring, Benchmarks, and identified common formative assessments.</p>
<p><i>Action Plan</i></p>	<ul style="list-style-type: none"> • Teachers and Administrators will participate in Language Essentials of Teachers Reading and Spelling (LETRS) Professional Development to build knowledge and skills in the science of reading for both Tier 1 and Tier 2 instruction • At-Risk students will be identified using common formative assessments • Teachers will Participate in regular PLC meetings to discuss and plan tier 1 and tier 2 interventions and enrichment for differentiated instruction. • Review of progress monitoring for identified students receiving targeted intervention. Supported by the ELA Instructional Leader • Teachers will participate in grade level data meetings with Administration and the ELA Instructional Leader • Teachers will utilize tutors to support tier 1 and tier 2 instruction using research based, targeted interventions and their support supplies will be paid for with LAND Trust funds. • Adaptive software will be used to personalize instruction. <ul style="list-style-type: none"> ◦ Waterford licenses ◦ i-Ready licenses • Scheduled meetings and support from ELA coordinator for teachers and tutors with continued training for tutors • Focus on healthy student behaviors and SEL strategies that decrease learning disruptions at school, build a positive learning climate, and support increased learning outcomes in the classroom. <ul style="list-style-type: none"> ◦ Strengthen our School Safety Student Advisory Board/Hope Squad ◦ Continue to implement Move this World Curriculum • Social Emotional Learning (SEL) instruction will be used to support the academic reading goal. Research demonstrates that school-based SEL programs can promote and enhance students' connection to school, positive behavior, and academic achievement (Durlak et al, 2011).
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PDI#Tech#PCBL#SEL#TeacherLeaders</p>
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Culture Empowered Employees</p>
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading Writing</p>
<p><i>Does this action plan include behavioral /</i></p>	<p></p>

character education / leadership efforts?

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$7,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	\$600 Stipend for 14 teachers taking LETRS Training	\$ 7,000.00

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

Yes

Goal LAND Trust Expense Total - \$27,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	6 part-time Tutors for Tier 1 & 2 interventions	\$ 26,500.00
LAND Trust Academic	General Supplies, Other	Supplies to support interventions	\$ 1,000.00

<p><i>Goal Short Title</i></p>	<p>Mathematical Progress</p>						
<p><i>Goal Statement</i></p>	<p>Students K-6 will show an increase in their mathematical understanding by achieving 70% proficiency on grade level, common formative assessments on priority standards.</p>						
<p><i>Measures to determine progress</i></p>	<p>Grade level common formative assessments and Benchmarks will be used to determine proficiency.</p>						
<p><i>Action Plan</i></p>	<ul style="list-style-type: none"> • Teachers will identify grade level priority standards. • Participation in regular PLC meetings to discuss and plan tier 1 and tier 2 interventions and enrichment for differentiated instruction. • At-Risk students will be identified using common formative assessments. • Teachers will participate in grade level data meetings with Administration and Math Instructional Coach. • Adaptive software will be used to personalize instruction and support differentiated instruction: <ul style="list-style-type: none"> ◦ I-Ready licenses-paid for with LAND Trust funds ◦ ST licenses • Teachers will utilize tutors to support tier 1 and tier 2 instruction of targeted interventions. Math Instructional Coach will support with training. • Schedule meetings for teachers and tutors with support from Math Instructional Coach and training for tutors • Monitor school-wide math data using common formative assessments and benchmarks • Focus on healthy student behaviors and SEL strategies that decrease learning disruptions at school, build a positive learning climate, and support increased learning outcomes in the classroom. <ul style="list-style-type: none"> ◦ Continue to implement Move this World Curriculum ◦ School Safety Student Advisory Board/Hope Squad ◦ Social Emotional Learning (SEL) instruction will be used to support the academic mathematics goal. Research demonstrates that school-based SEL programs can promote and enhance students' connection to school, positive behavior, and academic achievement (Durlak et al, 2011). 						
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PCBL#SEL</p>						
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Parent & Community Connections</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></p>						
<p><i>Will TSSA funds be used to support this goal?</i></p>	<p>Goal TSSA Expense Total - \$9,000.00</p> <table border="1" data-bbox="456 1965 1487 2020"> <thead> <tr> <th data-bbox="456 1965 625 2020"><u>Funding</u></th> <th data-bbox="625 1965 839 2020"><u>Expense</u></th> <th data-bbox="839 1965 1318 2020"><u>Description</u></th> <th data-bbox="1318 1965 1487 2020"><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>		
TSSA	Salaries & Benefits	Professional Development/training for tutors	\$ 1,000.00
TSSA	Salaries & Benefits	2 tutors to support Tier 1 and Tier 2 instruction	\$ 8,000.00

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

Yes

Goal LAND Trust Expense Total - \$1,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Online Curriculum or Subscriptions	i-Ready licenses	\$ 1,500.00

<p><i>Goal Short Title</i></p>	<p>SEL</p>																
<p><i>Goal Statement</i></p>	<p>Teachers, staff, and administrators will work together to intentionally promote an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected using competencies, indicators, and developmental goal. Extensive research demonstrates that school-based SEL programs can promote and enhance students' connection to school, positive behavior, and academic achievement (Durlak et al., 2011). Based on this research we expect student centered SEL goals to support learners and learner proficiency as outlined in goals 1 and 2. Evaluate Davis Student Survey's will show an Average Response increase from 3.46 to 3.7 and Staff Surveys will show an increase from the average response of 3.85 to 3.89.</p>																
<p><i>Measures to determine progress</i></p>	<p>The Evaluate Davis Student and Staff Surveys will be used to measure progress. Acadience Progress Monitoring, Pathways to Progress and Benchmark assessments will be used to evaluate progress on Goal # 1. Grade-level Common Formative Assessments, Adaptive Software data, and Benchmarks will be used to evaluate progress on Goal # 2.</p>																
<p><i>Action Plan</i></p>	<ul style="list-style-type: none"> • SEL professional development using "Move this World" • SEL "Move this World" classroom instruction by the teacher • SEL "Move this World" supplemented with "Sanford Harmony" instruction and support by the counselor • SEL school-wide activities • Training for School Safety Student Advisory Board/Hope Squad • Administer the Evaluate Davis Student and Staff Surveys. 																
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#SEL#TeacherLeaders #PCBL</p>																
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Empowered Employees Safety & Security Parent & Community Connections Culture</p>																
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading Writing 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 - \$5,000.00</p> <table border="1" data-bbox="456 1696 1487 2018"> <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>General Supplies, Other</td> <td>Training supplies, incentives, etc. for SSAC</td> <td>\$ 500.00</td> </tr> <tr> <td>TSSA</td> <td>Salaries & Benefits</td> <td>SEL Activity Coach working with SSAC</td> <td>\$ 3,000.00</td> </tr> <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>	TSSA	General Supplies, Other	Training supplies, incentives, etc. for SSAC	\$ 500.00	TSSA	Salaries & Benefits	SEL Activity Coach working with SSAC	\$ 3,000.00				
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>														
TSSA	General Supplies, Other	Training supplies, incentives, etc. for SSAC	\$ 500.00														
TSSA	Salaries & Benefits	SEL Activity Coach working with SSAC	\$ 3,000.00														

	TSSA	Salaries & Benefits	Professional Development stipends for SEL training	\$ 1,500.00
<p><i>Will LANDTrust funds be used to support the implementation of this goal?</i></p>	No			
Goal LAND Trust Expense Total -				
<p><u>Funding Source</u> <u>Expense Category</u> <u>Description</u> <u>Item Cost</u></p>				

Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
K-6 Acadience Reading	TSSA	Salaries & Benefits	\$600 Stipend for 14 teachers taking LETRS Training	\$7,000.00
Mathematical Progress	TSSA	Salaries & Benefits	Professional Development/training for tutors	\$1,000.00
Mathematical Progress	TSSA	Salaries & Benefits	2 tutors to support Tier 1 and Tier 2 instruction	\$8,000.00
SEL	TSSA	General Supplies, Other	Training supplies, incentives, etc. for SSAC	\$500.00
SEL	TSSA	Salaries & Benefits	SEL Activity Coach working with SSAC	\$3,000.00
SEL	TSSA	Salaries & Benefits	Professional Development stipends for SEL training	\$1,500.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 32,570.00
2. Total projected TSSA funding for SY21-22	\$ 33,688.16
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 7,087.13
3. Total planned TSSA expenditures for SY21-22	\$ 28,087.13
4. Planned TSSA carryover into the SY22-23	\$ 5,601.03
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
K-6 Acadience Reading	LAND Trust Academic	Salaries & Benefits	6 part-time Tutors for Tier 1 & 2 interventions	\$26,500.00
K-6 Acadience Reading	LAND Trust Academic	General Supplies, Other	Supplies to support interventions	\$1,000.00
Mathematical Progress	LAND Trust Academic	Online Curriculum or Subscriptions	i-Ready licenses	\$1,500.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 28,697.81
G - Total projected funding for next year SY21-22	\$ 29,201.79
H - Total planned expenditures for next year SY21-22	\$ 29,000.00
I - Planned carryover into the following year SY22-23	\$ 201.79
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	We do not anticipate having a carryover in excess of 10%. If we receive additional funds or have funds that have not been spent, we will use them to support our goals. Curriculum, licenses, technology, books, or professional development will be areas that the additional funds could be used.
Plan for sharing the school LANDTrust plan with the community	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:

i-Ready assessments

Waterford assessments

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 school plan goals focus on student improvement in Mathematics?

Goals 2 and 3

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

Collaborative Coaching

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

Districtwide practices for helping struggling students include the following:

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

Additional schoolwide practices for helping struggling students include the following:

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

Districtwide practices for parent involvement include the following:

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

Additional schoolwide practices for parental involvement include the following:

Plan Evaluation and

<p>Stakeholder Involvement: How does your school share the Family Policy/Compact with stakeholders?</p>	<p>Website</p>
<p>Budget & Student Outcomes: What evidence do you have the Title I Plan (TSSP) and designation of funds improve student learning and achievement?</p>	<p>Acadience reading. Targeted sub-groups for improvement show ELL and Hispanic students having an upward trend for Acadience reading scores. Support for students have been provided through Title I for additional tutor support for reading and mathematics in the form of small group research based instructional strategies.</p>
<p>Budget & Student Outcomes: Highly qualified paraprofessionals in the school</p>	<p><i>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</i></p>
<p>Budget & Student Outcomes: How does the school coordinate funds from federal, state and local sources to improve the Title I Plan (TSSP)?</p>	<p><i>Examples: Associate degree, 48 hrs., of pass test The school will provide this information to Federal Programs by October 1</i></p>

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/07/2021
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	0